

CHILD-WELFARE MAGAZINE

Vol. XVII

JULY, 1923

No. 11

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Published monthly by the CHILD-WELFARE COMPANY, INC.
Executive and Editorial Offices: 7700 Lincoln Drive, Chestnut Hill, Phila., Pa.

Entered as Second-Class
Matter, Aug. 21, 1922, at the
Post Office, Philadelphia, Pa.,
under Act of March 31, 1879.

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COMPANY, INC.

EDITOR
M. W. REEVE
ADVISORY EDITOR
LOUISE E. HOGAN
ASSOCIATE EDITORS
MARY L. LANGWORTHY
KATE H. McGOODWIN
CONTRIBUTING EDITORS
JOY ELMER MORGAN
ELLA FRANCES LYNCH

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\$1.00 a Year in U. S.
Colonies and Mexico
\$1.25 in Canada; \$1.50 in
Foreign Countries

Single Copy, 10 Cents

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THE AMERICAN FLAG Saved the Civilization of the World



"With patriotism in our hearts and the flag of our country in our hands, there is no danger from Anarchy and no danger to the American Union."

Rules to Respect the Flag

The flag shall never be festooned, always hung flat or open.

From private flag poles the flag may fly at all hours, day and night.

When the flag becomes torn and soiled from use, it should be replaced by a bright one.

As an altar covering, the starry field should be at the right as you face the altar.

Before you half-staff the flag and before you haul it down, always run it to the staff head.

No other flag should be hoisted above the American flag except the white triangle and blue cross of the church pennant.

When the flag is carried with other flags in a parade the national colors claim the place of honor at the right of the other flags and is never dipped.

When you drape the American flag with that of another country or the banner of an organization always place the national colors at the right.

When the flag is hung in a horizontal position the starry field is placed on the upper left as you face the flag. When it is hung in a vertical position the starry field should be on the right.

The man who is in uniform salutes in military style when the flag goes by. The man in civilian clothes takes off his hat with his right hand and places it against the left shoulder, standing at attention. Women should stand at attention.

Don'ts

Don't sew the flag into a sofa pillow.

Don't use the flag as a silk handkerchief.

Don't use the flag in any form of advertising.

Don't wear the flag as a costume or in any comical way.

Don't arrange the flag in fantastic designs or use it as bunting.

Don't let the flag drag in the dust or touch the ground (even at unveilings).

Don't use the flag as a tablecloth. A Bible may rest upon it—nothing else.

Don't drape the flag below the seats of a platform, or below a person sitting.

Remember—The stars and stripes always claim the place of honor, the forefront, the highest elevation. When "The Star-Spangled Banner" is played, face the music or flag and stand at attention.

Our Goal

Proper respect for the stars and stripes—the symbol of the spirit of America.

NATIONAL AMERICANISM COMMISSION. THE AMERICAN LEGION

GARLAND W. POWELL, *Director*



The President's Message



THE National Conference on Social Work which met in Washington in May was an amazing demonstration of the power of united effort, and five thousand delegates went away filled with new enthusiasm and with clearer knowledge, to take up with renewed zeal their labors in their widely-scattered fields. From India, from the Philippines and Japan, from Turkey and from Mexico, from France and Germany, and from every corner of America they came, crowding the auditorium of beautiful Continental Hall and overflowing into the neighboring Red Cross headquarters, gathering in groups for section meetings in churches and hotels, lunching and dining together for the personal contact which is often as helpful as the great speeches, and one and all radiating comradeship and a common joy in the service of mankind.

Delegates from the National Congress of Mothers and Parent-Teacher Associations were present throughout the conference. While each and every session contained points of contact with our organization, the most important day, as regards our work, was that devoted to "The School," with its brilliant program directed by Dr. Helen Woolley, of Detroit. Considered first in eight small group meetings for the discussion of its various phases, the subject was presented in two open conferences by several authorities, each setting forth his or her idea as to how best to make use of the school as a means of solving all the problems of our complex social life.

It was most illuminating to listen to these experts while bringing to the hearing the outlook of an organization which believes—and practices the belief—that the school is after all but a means of approach to the real source of reform—the home. That the school, and especially the school equipped with a well-organized Parent-Teacher Association and Pre-School Circle, offers the best channel through which the home may be supplied with a constant stream of fresh inspiration and information, may be readily admitted; but every presentation of the school's opportunity served but to emphasize and strengthen the conviction that unless the home can be awakened to its responsibility, and will make use of the offered supply, the effect of the school's efforts will be like that constant dripping which in time will wear away a stone—the process of many long and weary years of slow external application of a force which if applied from both sides at once would break down in one generation the ignorance, indifference and irresponsibility which today present such a barrier to social betterment.

THE PRE-SCHOOL CHILD

More than a year ago, at the Tacoma Convention of the Congress, there was a great revival of interest in the original work of the organization, the care and study of little children, and a strong plea was made for a closer adherence to that fundamental task. In answer to that appeal has come the almost incredibly rapid development of the Pre-School Circle, transplanted from the home to the school building, so that young mothers may have the advantage of the guidance of the experts who work through the school system, in their study of the newest and best methods for the care and feeding of the "runabouts," their mental and moral as well as their physical training in those too-often neglected years in which the whole foundation of their future is being laid for good or ill. Here lies our greatest opportunity, our gravest responsibility. Other organizations may instruct and may minister, but to ours alone is given the opportunity to encourage the self-development of each individual mother, until within the home shall be found the best teaching, the best service and finally the best all-around development of the individual child, and from it shall

go to the school the best gift it can desire—a pupil fitted with a sound mind in a sound body, and a spirit made ready and eager, by its wise early education, to absorb and assimilate the instruction the school is prepared to offer.

MARGARETTA WILLIS REEVE.

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The History of the Flag



THE STARS AND STRIPES—RESPECT THE FLAG!



By ALVIN M. OWSLEY.

President American Legion.

THE American Flag is the third oldest of the National Standards of the world; older than the Union Jack of Britain or the Tricolor of France.

The flag was first authorized by Congress, June 14, 1777. This date is now observed as Flag Day throughout America.

The flag was first flown from Fort Stanwix, on the site of the present city of Rome, New York, on August 3, 1777. It was first under fire three days later in the battle of Oriskany, August 6, 1777.

It was first decreed that there should be a star and a stripe for each state, making thirteen of both; for the states at that time had just been erected from the original thirteen colonies.

In 1794, Vermont and Kentucky were admitted to the Union and the number of stars and of stripes were raised to fifteen in correspondence. As other states came into the union it became evident there would be too many stripes. So in 1818 Congress enacted that the number of stripes be reduced and restricted henceforth to thirteen representing the thirteen original states; while a star should be added for each succeeding state. That law is the law of today.

The flag was first carried in battle at the Brandywine, September 11, 1777. It first flew over foreign territory January 28, 1778, at Nassau, Bahama Islands; Fort Nassau having been captured by the Americans in the course of the war for independence. The first foreign salute to the flag was rendered by the French Admiral La Motte Piquet, off Quiberon Bay, February 13, 1778.

The flag first rose over thirteen states along the Atlantic seaboard, with a popula-

tion of some three million people. Today it flies over forty-eight states extending across the continent, and over great islands of the two oceans; and one hundred and thirty millions owe it allegiance. It has been brought to this proud position by love and sacrifice. Citizens have advanced it and heroes have died for it. It is the sign made visible of the strong spirit that has brought liberty and prosperity to the people of America. It is the flag of all of us alike. Let us accord it honor and loyalty.

When you see the Stars and Stripes displayed, son, stand up and take off your hat.

Somebody may titter. It is in the blood of some to deride all expression of noble sentiment. You may blaspheme in the street and stagger drunken in public places, and the by-standers will not pay much attention to you; but if you should get down on your knees and pray to Almighty God or if you should stand bareheaded while a company of old soldiers marches by with flags to the breeze, some people will think you are showing off.

But don't you mind! When Old Glory comes along, salute, and let them think what they please! When you hear the band play "The Star-Spangled Banner" while you are in a restaurant or hotel dining-room, get up, even if you rise alone; stand there, and don't be ashamed of it, either!

For of all the signs and symbols since the world began there is none other so full of meaning as the flag of this country. That piece of red, white and blue bunting means five thousand years of struggle upwards. It is the full-grown flower of ages of fighting

for liberty. It is the century plant of human hope in bloom.

Your flag stands for humanity, for an equal opportunity to all the sons of men. Of course, we haven't arrived yet at that goal; there are many injustices yet among us, many senseless and cruel customs of the past still clinging to us, but the only hope of righting the wrongs of men lies in the feeling produced in our bosoms by the sight of that flag.

Other flags mean a glorious past, this flag a glorious future. It is not so much the flag of our fathers as it is the flag of our children, and of all children's children yet unborn. It is the flag of tomorrow. It is the signal of the "Good Time Coming." It is not the flag of your king, it is the flag

of yourself and of all your neighbors.

Don't be ashamed when your throat chokes and the tears come, as you see it flying from the masts of our ships on all the seas or floating from every flagstaff of the Republic. You will never have a worthier emotion. Reverence it as you would reverence the signature of the Deity.

Listen, son! The band is playing the national anthem—"The Star-Spangled Banner"! They have let loose Old Glory yonder. Stand up—and others will stand with you.

This tribute to the flag is offered to the country in appeal to all men and women of all races, colors and tongues, that they may come to understand that our flag is the symbol of liberty, and learn to love it.



THE AMERICANIZATION OF THE FOREIGN MOTHER

TO Americanize a family, the home must be Americanized. To Americanize the home, the mother within that home must be reached. Thus far it has been with difficulty that the foreign mother has been interested. Custom prohibits her going from her family to night schools. Her own language suffices within her home. Why struggle with another tongue? The great tide of the new country's ideals sweeps past, divides her from the younger members of her family, leaves her stranded in the little cove of the daily struggle of ineffectual housekeeping.

The foreign mother can be reached through her conscious need of help in solving the problems of living in a new environment. Her dominant desires are to secure physical well-being for her family at a minimum cost.

Old World customs are the result of gradual adjustment to environmental conditions. Centuries have been required to bring about these results. Torn free from that environment the old customs fit but ill in the new country.

The houses are different. They provide conveniences the uses of which are unknown, but they hamper the freedom of the housekeeper in ways for which she is unprepared.

The food supplies are different in kind and in method of sale. The clothing offered her has none of the qualities for which she has been accustomed to look. Her children make demands, the meaning of which is beyond her. She struggles as one with bound eyes in a new locality.

Rightly taught lessons in home economics are her greatest need. Through these she will acquire a use of the new language; she will learn the use of new foods; she will acquire the ability to choose the new clothing with something of the wisdom with which she clothed her family in the old country; she will understand American standards of household sanitation and personal hygiene; and she will recognize the function of the American public school.

Home economics lessons for foreign women should be taught in the daytime; the classes should be small; the work should be extremely practical.

It is a mistake to think that foreign families must be Americanized via the stomach. The foreign mother needs to know how to use American household conveniences; how to trade in English-speaking stores; how to avail herself of American city conveniences and services.

The foreign mother can be Americanized through her own great interest—her home!

Parent-Power

BY DOROTHY CANFIELD FISHER

ALL Europeans have a collection of humorous stories at the expense of Americans, which they use to show up the dependence of Americans on machinery. Let me recall one or two of them. The most well-worn is the one about the American business-man, frantically in a hurry, standing at the head of one flight of stairs, looking at his watch, his finger feverishly pressing the elevator button, cursing the elevator-boy for being so slow. The European really believes that the "elevator-habit" has so atrophied his brain that he could not perceive that it would be much quicker for him to run down stairs on his own two feet.

Another one is evidently perfectly mythical, preposterously so, and yet like a well-drawn caricature, makes one uneasy by its resemblance to its subject. This is the story, seriously told, of the American woman who had only a quart of milk a day but insisted on using a separator to get the cream from it. Of course most of the milk and cream stuck to the different parts of the separator, but she had the satisfaction of using a sacred machine and not being so behind-the-times as to keep her milk in a pan and skim it with a spoon.

Now, of course, these stories are only part of the usual poking of fun at other nations' ways because they are different from ours. But it is always a salutary experience to see what kind of jokes people poke at you. The things they pick out to make fun of, often cast quite a light on our ways, and enable us to get the longed-for glimpse of "ourselves as others see us."

It is, of course, preposterously untrue that any American woman uses a separator to get the cream from a pan of milk! But just the same, that story was not made up out of whole cloth. As a people we do lean too heavily on machinery . . . all kinds of machinery, legal, moral, educational. But thank heavens! the existence of

the Parent-Teacher Association is a proof that some thoughtful Americans are reacting from that tendency, and are proclaiming that it will not do to expect everything to be done by machinery, even school machinery. In fact, least of all, school machinery! If there is any one human undertaking that must be, and always remain, personal, it is the care of children. And education, (school classes, I mean) is only one part of the care of children.

Perhaps the point is that the public school, universal education for children, is so very new a machine, that we have been charmed by its novelty into expecting far more of it than any machine can accomplish. Yes, in the history of the race, the public school, *any* school where all children go, is the newest possible innovation. Less than a century of it in our own country, where it is older than in any other. And what is a century in the history of humanity, compared to the length of time the human family has endured?

Yes, I insist the school is about as new as the lawn-mowing machine. And like the lawn-mower it accomplishes with a vast economy of time and effort, a great deal more than was dreamed possible in olden times. And, also like the lawn-mower, it has absolutely nothing to do with the preparation of the ground, the rolling and leveling, and enriching and sowing of the seed, the watering and care and attention which makes the grass deep-rooted, living, enduring, beautiful.

We parents have been so enchanted and interested by the cheerful clatter of the whirring wheels and blades, and by the smooth level results of the work, that we have stood gaping in admiration too long, without realizing that it is *our* lawns that are being thus brought into shape and that the machine can take no responsibility save to finish what we present.

In common with all the rest of America,

leaning too heavily on machines, giving too little personality to its jobs, we parents have been leaning too heavily on schools, forgetting that nothing can take the place of personality in that as in every other effort. Do you know what the teachers say of us behind our backs? I'll tell you. They say, "It's pretty hopeless, trying to educate children, when the people who need the education are their parents."

But let me whisper something in your ears. The teachers need educating, too! Parents need educating up to this idea, that the more a parent is a teacher the better the child's education will be. And teachers need education up to the idea that the more a teacher is like a parent, the better the education given in the school. And that is why both parents and teachers are meeting together to-day.

Now one of the things we parents could teach teachers, one simple elemental thing, with which the most ignorant mother is endowed by nature, is a certain fierce ruthlessness in wanting what is best for the children. People . . . wise, calm, well-balanced people, have always made fun of this temperamental lack of judicious calm on the part of mothers. "Lay your finger on a child to hurt him" they say "even a little hurt, and see the unbridled violence of the mother as she flies at your throat. Her precious lamb (though he may be a dirty-faced, stupid, black-head) has such a foolish value in her eyes, that she would turn the world upside down for him."

Well, now that teachers in the modern world take the place of mothers in so many respects, let me recommend to them a little more of this fierceness and violence in standing up for the children in their charge. If the children do not have what they should have, and the community about is apathetic, and looks the other way (alas! as for the most part, we do) fly at our throats! It will do us good. Speak out in meeting! Complain! Make the children's wants known. Why have you tongues and pens? What are the local newspapers for? Talk to people about wrong conditions, and if they won't listen, talk louder, and if they still won't listen, shout at the tops of your

voices. The matter is too important for you to treat in a lady-like, or refined way. It is a form of negligence and cowardice to allow people to be ignorant of conditions they ought to remedy, no matter how much they may stuff their ears full of the cotton of indifference. There are plenty of decent people in every community who would be horrified if they knew certain of the conditions surrounding our rural and village school-children. And because they feel that they would be horrified, they (sub-consciously) aim to defend themselves by looking the other way and not knowing anything about those conditions. It is a part of the teacher's job to make us parents turn around, look and see what is there. And to do this, she ought to employ all . . . every one of the possible means to make people listen to what they do not want to hear . . . gentle persuasive talk, humorous talk, and if that does not work, loud and violent talk. Don't be afraid that people will think ill of you.

We will feel annoyed to have our lethargy disturbed, and we may feel and act irritated about your troublesomeness, but, believe me, there is not a parent who will not in his heart rejoice to see a teacher standing up and fighting for the rights of the children in her care. We are all Americans, and hence we love courage. We admire and back up any teacher who shows some fighting spirit in looking out for the children who cannot look out for themselves.

Just think of the parents in the community where you teach, as the imaginative, bold engineer thinks of the water-power in a locality where he finds himself. For generations that water has been uselessly acting out its innate will to run down hill, doing nothing but water a few unimportant cat-tails and a few meadows and swamps. Along comes the engineer, with his seeing eye, and trained brain, and the will-to-run-down-hill of the water is put to important work.

In the same way for generations parents have employed their innate will to care for their children in looking out for them physically more or less well, in getting

clothes and shoes and such things for them, things comparatively unimportant compared to the hideous risk to their morals involved in some of the outdoor toilets in use in country schools; compared to the risk to their minds involved in the barren poverty of books in many of our school-rooms; compared to the risk to their spiritual development in leaving them without suitable wholesome recreation. Along should come the teacher with her seeing eye and trained brain and set that universal parental will-to-care for the children to do vital important work, not to fritter itself away on the non-essentials, like patent-leather shoes and hair ribbons, and trips to see the circus. You know well enough that parents—practically all of them—love their children more than anything else. It is the biggest moral force in any community. Canalize that natural force, put it to work where it will do some real good, of lasting and essential importance.

Now, if I advise teachers to borrow from mothers something of the fierce, primitive heat of feeling about children, what is there which teachers have which we parents need to borrow? I think the most important thing teachers are trained to do, which we parents rarely are—is to have a plan! The poorest, most ill-trained and inexperienced teacher always has some sort of notion of what she can accomplish in a year, of what she has a fair chance of obtaining from each child. We parents very rarely conceive of the possibility of any such planned, co-ordinated aim in handling children. We scramble along with them from day to day, scolding them for being late, for forgetting to wash their faces, complaining because they are lazy and “don’t learn to do anything around the house,” but we very seldom have any notion what we really have a fair right to expect of them. And as they also very seldom have a clear notion of what is expected of them, the result is apt to be a muddle. We would do well to consider how a teacher goes at the business of teaching. She does not tell a child to learn the multiplication table and then from time to time fly at him because he does not know it. But that is what

we do when we tell a child to keep his hands and face clean, and then scold him, when we think of it, because he doesn’t.

Let us look hard at the teacher and consider how she plans a piece of instruction, and carries it through, and then compare some of her methods with our own training. First of all she provides the child with exactly the right tools, a desk, the right height for him, clean paper, a well-sharpened pencil. Cast your eye back into the home and see if the child has everything provided in a convenient, manageable shape for the task we demand of him. Next she takes a very small division of what she wants him to learn, and teaches him that—not all in one lesson, expecting him to remember. She knows he won’t remember it until he has had forty lessons. Have we really patiently, day after day, tried to teach the child what it is we want him to do? Or have we shouted at him, over the edge of our own occupations, to go and do it?

Then (and this is very important) the teacher does not dream of making the young child wholly responsible for that lesson. She has regular hours, a time when he does nothing else, and when his mind is free for that. If we could remember to call the children a quarter of an hour before every meal (instead of forgetting about them until we set the food on the table) and start them at the work of cleaning up, with plenty of time to do it, and no preliminary scoldings, we would have more tranquil dinner-times in the family and everybody’s food would digest better.

That is a detail, chosen to show how some of the orderly methods of the school-room would help home life. The larger idea of order and coherence in school work would help us just as much. The teacher knows about how much a child of such and such a capacity can accomplish in a year, and she never, never pesters him because he is not doing the work of three grades ahead. When visitors come, she does not dream of trying to show off a second grade child by having him read out of the fifth-grade books. She knows he would make a miserable failure. But when visitors come

to the home we are apt to demand suddenly that five-year-olds have the manners of ten-year-olds, and to feel chagrined if they don't (and when parents feel chagrined, you may be sure that in one way or another, children suffer for it). We might very well lay out what advance we expect of a child, in the next six months say, that he learns to keep his face and hands clean, to make his own little bed, and hang up his wraps, and put away his rubbers. That's a fair amount to expect of a young child. Then we ought to teach him how to do these things, over and over, just as the teacher teaches him his multiplication table. And when we know, by having seen him do it, automatically, many times, that he can do it all, we ought to hold him to it. And then—this is the important part—we ought to let him alone to play unmolested if he *has* done what is expected of him, and have a patient, blind eye for other things he does not do. That is enough for six months. Wait till that is firmly learned and then go on to more complicated sums. The innate sense of justice in a normal child's heart will admit the fairness of such treatment, his innate intelligence will rejoice in some definite outline and limit to

what is expected of him, and he will learn to live up to it without nervous tension, just as he does what is expected of him in that grade at school, and, as a matter of course, does more the next year, and more the year after that.

Order and coherence of plan, and patience with small, day-by-day advances, are what parents ought to get out of a closer contact with teachers.

And as for teachers, the first thing they ought to do, is to achieve the closer contact with parents. There is the great natural resource of parent-power, running to waste, for the most part, as far as schools are concerned. It ought to be collected, canalized, and sent charging down upon school problems, to make the wheels go around, which now hang idle, or, as a solitary teacher puts her slim, valiant shoulder to the wheel, slowly, feebly turn. They ought to spin the wheels of American school problems, and turn out better buildings, and plenty of good books, and good pictures, and music in every school-room, and school-gardens, and domestic training work, and manual training, and organized play for little and big children. Parent-power can turn that trick if you can get hold of it.



YOUR FOOD MONEY

THE relation between health and the amount of money spent for food is most amazing—and exactly the opposite of what most folks suppose.

Theoretically one who spends more for clothing, housing or education is better clothed, housed and educated than one who spends less. But with the single exception of milk and butter, which growing children must have, and the expense of which cannot be curtailed, no family is better fed just because more money is spent.

There are five types of foods: those eaten for minerals—fruits and vegetables; for protein—meat, fish, poultry, cheese, nuts, milk, etc.; for starch—potatoes, cereals, bread, rice, macaroni, etc.; for sugar—candy, jelly, honey, desserts, sugar, etc.; and for fat—butter, cream, fat meat, salad oil, cooking fat, etc. In each group there are expensive foods and cheap foods.

If a housekeeper is wise and thrifty, she can, by studying the groups well, save many a dollar on groceries without lowering the family food and health standards a single notch. Indeed the chances are she will raise them for oftentimes the cheaper foods are even richer in nourishment.

Time spent studying the family menus means more money for vacation, for college and for investment.

CLARA INGRAM JUDSON,

Home Economics Advisor, American Bond and Mortgage Company.

CHILDREN AND THE SPIRIT OF HEALTH AND HAPPINESS

BY ALICE A. KEEN

CHILDREN who are aglow with health are sure to be radiant, also, with the spirit of happiness. And the reverse is true, for no child can be unhappy for long without its affecting his health in some way. It would seem that happiness and health—the things of the spirit and the things of the flesh—are as inseparable as ether is from the material objects it permeates. In children, especially, who do not know how to assume mental attitudes, are health and happiness vitally dependent one upon the other.

All those first irresponsible years of life are generally considered as a time of sheer, unalloyed happiness. And yet—think back into your own childhood and see if you do not remember many moments of pain, terror and anguish of mind?

Normal parents are always tender with a child in physical pain and all that can be is promptly done to give relief; but of the sudden frights, the brooding dreads, the aching hearts they often know nothing unless their eyes are love-trained and their minds still open to vivid, perhaps painful, memories of their own childhood.

Children are too inarticulate to express their unhappiness in any but the outward signs of nervousness, petulance, or dejection. Too often, instead of getting at the conditions which cause these unlovely symptoms, they are dealt with indiscriminately as outright faults requiring discipline—which misunderstanding only plunges the unhappy child into deeper distress.

Children suffer frequently from fears, the despotism and ridicule of other children, misunderstood motives and dread of punishment. In each case there will be visible signs of the mental disturbance which the parent who loves his child will take account of.

Fears are best dealt with by quietly avoiding as much as possible the things feared. To make a child face his fear, either actually or by constantly referring to it in his presence, is cruelly Spartan and most un-

wise. Fears may often be driven out by planting in the child's mind vigorous counter thoughts which, as reason develops, will contradict the fears and finally overwhelm them altogether quite naturally.

Little ones are sometimes helpless before the despotism of older children. When the victims appeal to higher authority they should not be absent-mindedly ignored or dismissed as "tattle-tales." If witnesses were not allowed to tell their tales in the courts of the land there would be no justice. And neither is there justice in the home unless complaints are settled fairly.

Children often bring about troublesome consequences through their well-meaning, but unskillful efforts to help or please. Instead of the impatient word, should we not look beyond the unfortunate effect of the blunder and see the beautiful intention in the child's heart?

Accidents happen to young and old alike. We excuse them in ourselves, but when little hands fumble we are quick to chide. Children who are sensitive will grieve over harsh words that, perhaps, were nothing more than an escape valve for overwrought adult nerves. If we were kinder to our children, if we treated them with more of the courtesy and used the same quality of voice that we extend to people of our own size and that we expect our children to show to us, family life would be more ideally gentle and the spirit of happiness would dwell there forever.

No child can be anything but miserable with the dread of punishment heavy on his spirit. The accounts of the day should all be adjusted before bedtime, for a child carries his anxieties into his dream-life just as we do. If we would have our children awake in the morning refreshed, radiant with health and happiness, we must see to it that they smile themselves to sleep.

I know a boy, about ten, who was guilty of some slight misdemeanor at school—a little breach of the discipline that must be

punctiliously maintained in a roomful of children. The teacher saw fit to send home a note to his father regarding it.

It happened that the boy's father was to be late that night and so the note was placed on his bureau where he would not fail to see it. The boy went to bed troubled and nervous. It was the first time he had ever brought home a note from school.

His parents awoke in the night to find the boy in their room fumbling about the bureau.

"What is it, George?" they whispered anxiously, fearing to awaken him too suddenly.

"I want that note," he mumbled in the odd, hurried voice of the sleep-walker. "I got to have that note."

The father guided his boy back to bed, assuring the too-active subconsciousness that everything was "all right," and the boy

lay still for the rest of the night. But this significant occurrence made the parents realize the importance of squaring each day's accounts and sending their child to bed happy and unafraid.

To induce happiness in children we can make good use of their suggestibility. With a little brisk, cheerful, stimulating talk we can often turn their minds away from unpleasantness toward something new and interesting. This method of artfully moulding the will instead of breaking it mid passion and tears is not evading the issue by any means. It is simply giving the child a chance to get himself out of his distemper in a self-respecting way. And is it not also a saving of our own dignity when we do not need to punish a child?

Let's take this task of being a parent seriously.—*Courtesy of Doubleday, Page and Co.*





KEEPING WELL IN SUMMER

BY SURGEON GENERAL H. S. CUMMING

U. S. Public Health Service

WHAT one should do to keep well in the summer depends on what one has been doing during the winter. As winter occupations are infinitely varied, it may seem at first blush that this dictum calls for equally varied summer programs. However, most occupations fall into certain groups which call for corresponding vacations.

For instance, most men and an increasing number of women work hard all winter and take a vacation when summer comes. On the other hand, large groups of men and women (farmers, for instance) work hard all summer and take a vacation, if they ever get one, in the winter, when farm work is slack. Most women work hard in their own homes, and they, too, have earned a vacation, though their right to it is not always acknowledged. Some men and women appear not to work at all, and would probably be very angry if any one accused them of working. These also need a vacation, but very few of them get a real one.

A vacation should mean very different things to these different classes. A clerk, for instance, should do something that would make him use his muscles (though not to excess), and an iron mill worker something that would enable him to rest his. A girl who has been typewriting or packing cigarettes or cooking in somebody else's home should use her vacation in outdoor sports, such as playing tennis or something like that. A tired wife and mother should rest by getting away from husband and children, soothing her nerves by chatting with other women, and having a few moments of genuine privacy. A "society" girl who really works about as hard as anybody in the service of the Goddess of Pleasure, and is probably (temporarily, at least) sick of teas and men and other girls, would do well to attend a Summer Normal School, where she would at least get a brand-new outlook on life—unless she has courage enough to get a job

in a factory, where, if she was not too haughty some "factory girl" might take pity on her and teach her the ropes.

The usual prescription for a vacation is exercise in the open air. Such advice assumes that exercise in the open is the one important thing that most workers do not get. This is, of course, true in regard to many persons, but it is not true in regard to many others—farmers, street cleaners, and chauffeurs, for instance. Anybody who has been spending his or her winter evenings in stuffy rooms studying, playing cards, dancing, or just nodding, should by all means, get out into the open air in the summer. A truck driver, on the other hand, might well spend his vacation indoors.

Exercise, particularly in the open air, is valuable, and, indeed, essential to continued good health. Exercise, however, looks chiefly to physical and ignores mental health, and mental health is now considered to be about as important as physical health.

Millions of persons, women in particular, perhaps, need a "change" rather than a "rest."

As a matter of fact, nearly everyone feels this and unconsciously strives to act upon it. The "tired business man" of whom papers say so much is not so foolish as some persons think when he goes to the theater to listen to a farrago of nonsense; for this is the very antithesis of his daily work. Unfortunately going to the theater is like his business, indoors.

Clerks or working men or girls who attend baseball games show better judgment, for they get mental stimulus; and, if they applaud the players or denounce the umpire with enough enthusiasm they get a good deal of physical exercise in the open air. On the other hand, the farmer who works fifteen hours a day from early spring to late fall might do worse than spend two winter weeks in the city, fighting off the wily "confidence" men and attending the

movies. And more or less similarly for his wife. They would both get enough mental stimulus to sustain them through the laborious days of next summer.

The point is to get new ideas for the brain to mull over. All persons, after being tied to one set of ideas (or to no ideas at all) for months, will find themselves a lot healthier and happier if they can pick up a totally different set during their vacation. Whether the ideas are wise or foolish, they can get a lot out of them, particularly if they can find friends who are considerate enough to find a contradictory set and to stand up for them. The two will prevent each other from vegetating and

keep each other happy (even if furious) till the next vacation. Vegetating is the worst thing in the world for a human being—at any rate for the American species.

It would be well if all persons would adapt this advice to their own circumstances, and would plan vacations for the coming summer that differ radically from their daily occupations. Such vacations probably would not turn out quite as was expected, but that would be half their charm. Some persons might even wish they hadn't tried the plan for a week or so after they got home, but the chances are that the next summer they would try the same or some other "contrary" plan once more.



A RURAL ASSOCIATION IN NEW MEXICO

IN Lake Valley is a Parent-Teacher Association with but nine members which has accomplished much in one short year. The school district is about 18 miles long and 16 miles wide, and is located in the foothills of the Black Range. In this district there are 108 children between the ages of 5 and 21, three-fourths of whom are of Spanish-American descent. The leading industries of the community are stock raising and mining. Lake Valley is the supply point for the section, having a postoffice and stores, but very few people. The county has endured several years of severe drought. It has been a problem to keep the schools open without paying anything for "educational frills" like athletics and vocational training.

After the Parent-Teacher Association was organized it raised money to pipe water to the school and put in a drinking fountain, by serving refreshments at a dance. School began in September in the two-room building with a *live* principal in charge. He had vision, and so started baseball, basketball and other games, the Parent-Teacher Association furnishing the money to buy the necessary equipment.

Thanksgiving week this principal took the larger boys to a stock-judging contest at the New Mexico College of Agriculture. Friends donated the necessary automobiles and the Parent-Teacher Association paid the expenses.

In January this remarkable principal started in an unused garage a shop where one may get shoes half-soled, hair cut, a pan mended, furniture made, etc. Later a blacksmith shop was added. The expense for tools was heavy, so the Parent-Teacher Association "planned a mighty effort" to raise the necessary money to pay for them. To their great surprise they were assured by the principal that the equipment was a gift from him.

In the meantime music was being taught in the school by one volunteer, cooking by another, and sewing by still another. Never has there been such interest in the school. Many volumes have been added to the school library, and now the immediate task of the Parent-Teacher Association is providing money to purchase material for the vocational classes, giving a short farce at the "kiddies" last day dance, and arranging for a visit from a domestic science worker under the Smith-Hughes Act.

If an association with but 9 members and a principal who is devoted to the welfare of the children of the community is able to accomplish all of this in one short year, how much ought an association many times as large with many devoted teachers accomplish?

THE RECREATION PROBLEM IN THE OPEN COUNTRY

BY JOHN F. SMITH, *Berea College*

WHAT DO COUNTRY CHILDREN DO FOR RECREATION?

BOYS hunt every manner of beast and fowl and creeping thing that walks or runs or swims or flies in the neighborhood about them. They chase rabbits with dogs, and twist the quarry from under rocks with long sticks; they "poke out" squirrels and screech owls from holes in trees; they scratch out chipmunks from holes in the ground with sharp sticks, and in this they are assisted by the dog which works with as much zest as if he were after a dinosaur. They smoke ground-hogs from holes in the ground, and drive coons from hollow trees in the same manner; they grope for catfish, jab for perch and redeyes, kill lizards with rocks and grass blades, and are always ready to lay an angle worm on a hot rock "Jes to see the ole son-of-a-gun sizzle." They fight wasps with handfuls of shrubs and destroy bumble bees' nests—and rarely get stung; they thrash out yellow jackets with bundles of rye straw, whiz rocks at cows and hogs, and put burning matches on the backs of live terrapins "Jes to see the ole devil git a move on himself." They see that house cats have plenty of physical exercise and mental torture; they "shy" wet cobs at chickens, ducks and geese; they make "bess-bugs" and large ants fight, and they allow

no bird of whatsoever kind perch within range of rocks which they throw with almost as much accuracy as their father can shoot a rifle. Everything is hunted, from horned owl to June bug, and from deer and wild turkey to water-dog.

And they let no domestic animal about the barn and fields live in peace. They run races on mule-back, play showman on horses as they ride them to water, and turn rams and goats together to see them fight; they keep hogs as tough as football players by pelting them with stones, and they "lay" a rock in the face or bounce it off the ribs of every cow who tries to pass them. Besides this, they climb all manner of trees and haylofts, swim in all sorts of water, play monkey in the tops of trees and saplings, swing on treacherous vines out over dangerous cliffs, wade by the half day in swift water, hunting for pearls and rarely finding one, run races down steep



hills leaping over stumps and logs as they go and think nothing of jumping twenty or thirty feet at an effort.

They rarely get badly hurt. If one falls from a horse he whimpers a bit and mounts again. If a young bull calf runs through the bush or briars or against the fence while a boy is on his back he pays dearly for his effort by carrying the rider twice as long as the rider originally intended. If

a mad bull approaches with murderous intention the boy climbs an apple tree with the agility of a squirrel and sits on a limb calmly munching apples until the bull retires. If a limb breaks while the lad is climbing trees he may get a considerable jolt, but this is considered merely a feature of the day's fun and is soon forgotten. In all of his multivariated activities the boy is learning how to take care of himself under all sorts of circumstances.

Most girls do almost none of the things that boys so much delight in. They stay about the house, sweep, cook, wash dishes, make beds, knit or crochet, scare the chickens from the porch, bring water from the spring or the well, and look after the smaller children. A few timid souls go out in the pastures and ride the family horse without a saddle, and some of the more adventurous steal away on dark nights dressed in old clothes and wade and splash in the creek; but the activities of the girl are very much hedged in with conventionalities which keep her near the house and deny her the delightful outdoor sports which she yearns for and which she ought to have.

When together in school—the country schools—the boys and girls play numerous games, most of them of violent action, for the country child who is well and strong does not relish a game that keeps him sitting still.

When boys and girls grow older they play numerous others including, in some neighborhoods, nearly a score of kissing games. They dance the Virginia reel and the old square dances, play skipping games and often do the round dances with great relish.

WHAT KIND OF RECREATION DO COUNTRY PEOPLE NEED IN ADDITION TO WHAT THEY NOW HAVE?

1. They need more group gatherings where both young and old will come together to play. Young men and women often get together but the older people rarely do so. Fathers and mothers need this social contact as much as their sons and daughters do.

2. They need gatherings which afford op-

portunities for display and cultivation of individual talents. There is an enormous amount of talent among country people which is often entirely overlooked by people who act as play directors. People know songs and ballads, and can sing them; some can play various instruments; others can tell interesting stories; nearly all know some plays and games which they have nearly forgotten. One young woman from a mountain neighborhood gave me nearly one hundred different songs and ballads most of which she knew from memory. I know men who can play three hundred or more different fiddle tunes from memory, men who do not know one note from another, and whose talents could be made a source of great joy to their neighbors if only they were utilized more often. One of the greatest sources of material for leisure-time programs is this store of song and story, games and instrumental music which people of practically every country neighborhood know.

3. Special play occasions are needed for the old people. Time often hangs heavily on the hands of grandfathers and grandmothers, and they often grow sour and lose the exquisite charm which age ought to possess because they have no place where they may go and play together. Life loses its joys for them, and they in turn kill the joys of other people. A play program for country people should by all means include special features for them.

4. Special attention should be given to mothers. No group of people needs recreation more, and none have less opportunity for relaxation and fun-making. They are on the job twenty-four hours in the day, and often grow old and worn at forty because they always work and rarely play. The play instinct in them often becomes crushed out, and because of this fact they deprive their children of the play rights which every child should have.

5. Group meetings for both old and young are needed where patriotic and recreation songs are sung and where the young folks learn early the lessons of patriotism and loyalty to their neighborhoods and their country. There is a vast amount of

unutilized manhood and womanhood which America badly needs, and which very few people are trying to train. These untrained people may become a serious menace unless some organization undertakes the business of training them and directing their growth in the right direction.

6. A supply of simple play apparatus is needed at every country home where both boys and girls may find an opportunity for developing strength and spending pleasant hours within sight of their own homes. Boys habitually wander away from home because there is often little there to do except to feed pigs, split and carry in the stove wood, and avoid angry parents. They learn the art of leaving home early, and as soon as they become old enough to shift for themselves they leave permanently. And heart-broken parents often sit and wonder why their sons are so prone to wander away. This apparatus should not be expensive but should be the kind that may be made by unskilled hands from material that is already on the ground.

7. Every neighborhood needs a common playground where all may turn out occasionally for sports and contests, and where family differences may be forgotten in the excitement of play and friendly rivalry. It matters not where this playground is located, just so it is there in a convenient place. There is little inclination among most country people to work together in important enterprises because they have no opportunity to play on a common playground. Sheep or cattle or hogs roam over the spot where a playground ought to be, and the boys have to take to the woods.

WHAT MAY BE DONE TO SECURE THESE ADVANTAGES FOR COUNTRY PEOPLE?

1. Courses in play and recreation should be offered in all country schools and normal schools. We may not expect the spirit of play to be highly developed among

country people until it is cultivated more among their children. It must be made a part of their training. Children spend plenty of time in parsing and diagramming, in complex fractions and bank discount, but precious little is said in the country school about play and the making of leisure-time programs.

2. Major athletics should receive much less attention in our colleges and universities, and emphasis should be placed on the forms of recreation that can be made operative in the open countryside even where mountains are high and valleys are deep and narrow. The making of a star is infinitely less important than the training of a whole student body to be play directors among their friends in their own neighborhoods.

3. Play institutes should be held at strategic places in the open country for the purpose of training leaders and teaching the people the importance of organized play in everyday farm life.

4. A long step will be taken in the right direction when some organization decides to publish in inexpensive form a volume of the plays and games of country people that all who aspire to leadership in recreation among country people may know what material the people have already on hand. There is material enough available for an excellent volume if only someone would see to it that steps are taken to make it available for use.

The open country field lies waiting for some hand to take charge and to bring to isolated folk opportunities for wholesome fun-making which have long been denied them. The boy and the girl at the head of the hollow are still waiting for someone who has knowledge and sympathy to draw near and do the thing that will bring more joy into their limited experience.—Reprinted from "The Playground" by Special Permission.

If you have built castles in the air, your work need not be lost; that is where they should be. Now put foundations under them.—Thoreau.

Department of the National Education Association

FORMULAE AND TECHNIQUE IN BEHAVIOR

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

WHEN the dentist cleans one's teeth, he first paints them with iodine which discolors everything about them except the living dentine. With brush and grit and file he then clears away all of the discolored portions. There is no guessing, no misspent effort, no grinding on surfaces already clean. This is technique—an intelligent using of the facts that men working in laboratories have made available. When the engineer plans a bridge he encounters many problems in steel and concrete. One by one these problems melt away before the light of science and mathematics. The engineer is able to do what once seemed impossible because he uses facts that scores of other men have gathered through painstaking study and experiment. These facts are so numerous that every engineer keeps at hand a massive handbook. From it he gets the facts about the strength of materials and forms of construction that guarantee our safety when we cross the bridge. These facts are formulæ. They have been tried and tested. If the formula is followed the result is certain.

If the daily conduct of men, women, and children could be guided by a technique as effective as that of the dentist or of the engineer, the age-long battle against ignorance, superstition, and prejudice would have been won. We should approach the problems that now distress and blight our lives with a directness, a simplicity, and a freedom from emotional strain that would add much to our happiness and our years.

To work out formulæ and techniques is the business of the psychologist and the sociologist. Although man's attack on this problem is comparatively recent, encouraging progress is being made. Scholars in

increasing number are attempting to get at the facts back of behavior. The first psychologists tried to describe a mind that would fit into their traditional conception of man and his relationships. Another group of psychologists looked inward at their own lives and described what they thought they found there. A more recent group, known as behavioristic psychologists, is attempting to view human conduct with the disinterested detachment with which they would study a gasoline engine or a vacuum cleaner. These psychologists start with the assumption that behavior is the result of objects without the body acting on bodily structures and mechanisms. Thus by a single gesture much of the mystery of conduct is removed.

For example, the older psychologists talked of the subconscious mind and of its effect on our acts. The subconscious mind is simply this. For hundreds of centuries our animal ancestors did certain things in the presence of given situations, thus building into the bodily structure mechanisms which when faced by those situations tend to act automatically along the old paths. Savage man continued the process and in addition, developed ways of responding which were copied from the older members of the group by the younger. Children starting with the simple movements of infancy build patterns of behavior and acquire a vast mass of impressions and habits. When one speaks of the influence of the subconscious mind on our acts he is merely referring to these bodily structures, these stored up impressions and forgotten habits that as children, as savages, and as animals, we have been building for countless thousands of years.

Take anger. Its bodily counterpart is the redistribution of the blood and of certain gland secretions through action of the viscera. The result is greatly increased energy in the arms and legs and other parts of the body used in physical combat. In the days of our animal ancestors that kind of response was necessary. Now it defeats us by shutting off a thoughtful approach to our problems. We try to avoid anger by studying its causes. We find that we are more susceptible when afflicted by such ills as indigestion or fatigue. We find that anything that cuts across our activity—especially when that activity is intense—gives an anger response. Disturb a child deeply absorbed in a book and the anger response is to be expected. We find also that we "transfer" the anger response to situations that would not otherwise arouse it. Certain topics that have once been a subject of dispute remain difficult to discuss intelligently because they automatically call up the established anger response that has been "transferred" to them.

Weighted down as we are with these age old bodily structures that go on responding in useless and lethal fashions, how shall we attack the problem of regulating our lives on the basis of known facts? Half the battle has been won when once one has reached the decision to get the facts, to be curious, to continually re-evaluate his acts in the light of his study and experience. The substitution of curiosity for the violent emotions is perhaps the best single formula. When a fit of anger is imminent, think of the distribution of blood that is going on in the body; recall like situations when you have been

angered; ask yourself how anger is going to help the present situation; formulate a line of conduct that in the future you will use to avoid anger under similar circumstances—think even of the words you will say and the bodily attitude you will assume to fore-stall anger. Under such an onslaught intelligence is likely to reassert itself.

The written or spoken word plays an enormous part in our lives. Here we need especially to be on our guard against blind "pattern" responses. We need continually to ask what is back of the words, what they actually mean, to visualize them, and to subject them to every test before accepting them as the basis of action.

What has been said here has its applications in dealing with children in school and home. By careful observation parents and teachers have an opportunity to see how responses are established. They have an opportunity to surround children with conditions which will establish responses of the right sort. They can help children as they grow older to see the real nature of conduct—to form sets of value for the regulation of their lives and by continuous study and effort to work toward these values.

Perhaps, some day, by the aid of psychologists and other scientists, we shall actually be able to avoid doing those things that now we do even knowing and admitting to ourselves that they are unwise. But we cannot shift the responsibility to the psychologists. It is ours. To be students of our acts in the rich laboratory of life is a fascinating game, a significant part of the great adventure.

"TELL ABOUT THE PARTY"

THE CHILD-WELFARE MAGAZINE has suggested that "Echoes" from the observance of Child-Welfare Day (Founders' Day) appear in the CHILD-WELFARE MAGAZINE in the form of "Birthday Stories." Reports from the questionnaire sent out by the National Chairman indicate that our birthday anniversary, February 17, 1923, was very generally observed throughout the country with large attendance, fine programs, generous gifts, and much interest manifested. Meagre response was made, however, to the question: "What was the *character* of the meetings held on Founders' Day?"

Request is herewith made that reports, even though delayed, be sent as early as possible by State Child-Welfare Day Chairmen or by local associations to Mrs. David O. Mears, 1201 Sixteenth Street N. W., Washington, D. C.

Mothers and Children

How to Feed Children

BY LOUISE E. HOGAN

EDITOR'S NOTE.—Mrs. Hogan will answer inquiries if stamped and self-addressed envelopes be sent.

LAW OBSERVANCE FOR HEALTH

THE true test of a child's condition is shown in its resistance to various forms of disease so generally supposed to be children's necessary ailments. Many of these result from carelessness, and are called "children's diseases" only because at this period of slight resistance, the greatest amount of ignorance and carelessness is usually displayed, with consequent disaster to the little ones. Inspection of hospital wards, or investigation in the by-ways of any large city, will convince any fair-minded observer of the evil results following ignorance of hygienic and dietetic laws. In no direction is this more evident than in the condition of infants and young children in sections like the above—crooked legs, in some cases bent almost double, pale faces, pinched features, stunted growth, poorly covered bones and other pitiful indications are to be found here. They are largely the result of ignorance and bad feeding, bad not only in the selection of food, but in its preparation, care and administration. Could we reach these places so thoroughly as to permeate them with the common laws of health, and show practically the happiness that results from following these laws, we might well hope to mark an era in social reform. The power of the schools in these sections is almost boundless, and it is to them we must turn if we wish to help influence the tide, for it is already moving that way. Reforms move slowly, as a rule, but we can make them move swiftly if we will study them and use them as our guide in putting our shoulders to the wheel.

Busy young mothers ask for special knowledge in the care of their children, and they want it from authoritative lead-

ers—hence the popularity of the Child-Welfare movements that are well grounded. The best way to solve these problems of child-welfare is first to get the actual facts, in all their bearings; then determine the principles on which they stand, and finally show the simplest means of accomplishment, because busy mothers have all too little time to give to the study of the basic principles underlying this important matter. Eminent physicians, lay workers in both research and experimental fields, nurses, health boards, the schools, the press, clubs, our own National Congress of Mothers and Parent-Teacher Associations, and more recently the amalgamation of the various child-welfare organizations into one united association—these, with many other more quiet influences, have been at work on this problem for years, with the present good result of activity in every direction to reach the ignorant parent with the necessary information; to influence the careless parent to study the needs of his child; to reach the child itself through means that interest the child—all with the one grand result that in time will show itself in our yearly rates of infant mortality—gradually growing less and less through such effort.

Authoritative and free literature embodying this work is now to be had for the asking in every town and country that is reached by the post office. Is there any excuse for continued ignorance with this fact before us?

DIET FOR SCHOOL CHILDREN

Yeo emphasizes the period of school life as one of the most critical and important epochs in the life of children as regards adequate nutrition. At this period there

is not only continuous growth and development, but remarkable activity, which demands a complete and liberal dietary. Teachers in schools are apt to overlook this fact, and parents need to know more of the great necessity for care at this period of growth. Too often, as the result of lack of this knowledge, the foundation is laid for future disease, or undermining of strength that should be held in reserve for later life. Both body and mind are undergoing rapid development at this time, and the necessity exists for daily watchfulness in this respect. The food must be abundant, and must contain sufficient proteids, starches, sugars, the vitamins, and the inorganic salts to meet the constant demand of rapid growth. It is common for parents of growing boys and girls to jest at their immense appetites, and not only to jest but actually to limit supplies of certain foods needed at this period. Children are often allowed to go to school with only a light breakfast, perhaps with none at all. Then comes a cold luncheon at noon. All of this is wrong. A child should never be set at any task before breakfast. If it rises early and the breakfast hour is late, then give a bowl of hot milk and bread or a cup of cocoa with a roll before allowing it to take up any work.

Dinner should be at noon, and when this is absolutely impossible, a hot luncheon should be arranged for. Supper should comprise only easily digested foods, and pastry, cheese and meats are better omitted. Meat soups are in order for this meal. Baked potatoes, stewed fruits, eggs, cooked in various ways, may all be used for the evening meal.

Milk should be freely supplied to growing school children, not only in the form of puddings and porridges, but as a drink, and children should be made to understand that when hungry they can always have a glass of milk, a biscuit, or a bowl of bread and milk for the asking.

Fresh fish, eggs and bacon are all wholesome and serviceable foods for children, and meat, as a rule, may be given them twice a day. Large strong boys require a good proportion of meat in their dietaries.

They may eat from seven to nine or even twelve ounces of cooked meat as a ration, although many children may not require so much, the smaller boys doing well with from five to six ounces and the older boys with from seven to eight ounces daily.

The habit of slow eating must also be insisted upon at this age especially. The habit of fast eating is contagious, and it requires constant watchfulness when children get together, as in a school, to eat their usual meals. The foundation of dyspepsia and lifelong discomfort may be easily laid at this period of childhood.

It is being realized more and more by teachers and the general public that the breaking down of health at school is quite as often, if not oftener, due to bad hygienic conditions and impoverished nutrition than to over-work.

SAVE THE BABIES

Taking 200,000 a year as the average for each year, the number of little lives that have been lost since the twentieth century was ushered in is nearly 3,000,000. Do you realize that the population of a dozen cities is covered by that number? The same number of deaths confined to twelve cities of the size of Detroit, Denver, Louisville, Atlanta, and New Orleans would wipe them out of existence.

We need to know more of the causes of this heavy loss and the means by which it can be reduced. Among the preventive measures upon which emphasis should be placed are: Intelligent motherhood; maternal nursing; cleanliness and fresh air; and purely prepared milk for the babies who must be artificially fed.

Some of the harmful conditions influencing the death rate are: Bad housing; questionable industrial methods; imperfect or inadequate supervision of the milk supply, and inadequate sanitary laws or failure to enforce them.

The conditions you can be directly responsible for preventing in your home are: Ignorant or indifferent motherhood; lack of breast-feeding; irresponsible fatherhood, and disregard of the essentials of personal or baby hygiene.

By paying strict attention to these matters you will be helping to save other babies as well as, perhaps, your own.

There was a time when this heavy death toll was looked upon as a dispensation of Providence. But since it has been shown

that careful mothering, intelligent care and healthful surroundings will cut the death-rate almost in half, people are gradually beginning to realize that it is unjust to blame Providence for conditions that are evidently man-made.



THE AMERICAN LEGION NATIONAL ESSAY CONTEST

"In conducting an Essay Contest for American school children, The American Legion is fulfilling one of its many duties, namely, the promotion of interest in patriotism among the younger generation and the fostering of education."

Subject: Why America Should Prohibit Immigration for Five Years

The American Legion National Scholarship Prizes:

First prize, \$750.

Second prize, \$500.

Third prize, \$250.

First prize in each state will be a silver medal; *second prize*, a bronze medal; *third prize*, a Certificate of Merit issued by National Headquarters of the Legion.

The cash prizes will be used only towards scholarships in colleges designated by the winners.

RULES

All girls and boys between the ages of 12 and 18, inclusive, are eligible to enter this contest.

Only one essay to a person.

Essays will not be over 500 words in length.

Only one side of paper to be used. A margin of one inch must be allowed on either side of the paper.

After essay is completed, paper should be neatly folded—not rolled.

Spelling, penmanship and neatness will be considered in judging the winner.

Age will also be given full consideration.

All essays must be received at a place designated by the County Superintendent of Schools not later than midnight of October 12, 1923.

COUNTY JUDGES

The County Superintendent of Schools is asked to select three judges for his county, whose duty it will be to judge the one best essay for their respective county. The Americanism officer of the county shall cooperate in every way with the Superintend-

ent of Schools and the judges of the contest.

The winning essay of that county should be forwarded to the Department Americanism Chairman of The American Legion not later than midnight of November 1, 1923.

DEPARTMENT JUDGES

The State Superintendent or School Commissioner of the State Schools will be asked to select three judges for their state. The duties of the state judges will be to select the three best essays from the winners in the counties of the state.

These essays shall be forwarded to the National Americanism Director of The American Legion, Indianapolis, Indiana, not later than midnight of November 15, 1923.

These essays shall be classified first, second and third.

The national winners will be announced a few weeks after November 15, 1923, by the national judges, whose names will be announced later.

At the end of each essay, the following pledge must be signed:

"I hereby pledge my word of honor that I have written this essay myself. I am years old."

(Signed) Name of Contestant

Street Address

Town

Date



A HIGH SCHOOL MOTION PICTURE STUDY



BY C. A. PERRY

Russell Sage Foundation

A QUESTIONNAIRE was sent out in May, 1922, and returns were received from 17,000 boys and 20,000 girls in the high schools of 76 cities and towns. All sections of the country from Maine to California, and from Minnesota to Texas, are represented, large cities as well as towns and villages. In the combined vote of boys and girls, Wallace Reid, Rodolph Valentino and Douglas Fairbanks led among the actors, and Mary Pickford, Norma Talmadge and Constance Talmadge stood at the top among the actresses. Taking the boys alone, Douglas Fairbanks stood at the top of the list, while Rodolph Valentino held the same ranking with the girls.

High school boys attend the movies on an average of 1.23 times a week, while the girls go 1.05 times, according to an analysis of the report. Among the boys 83 per cent and of the girls 88 per cent do not attend oftener than twice a week, and those who go oftener than four times a week reach only 26 out of 1,000 boys and only 9 out of the same number of girls. Both sexes attend slightly more often in the second year of school life than they did the first, but their attendance falls off progressively in the third and fourth years.

About one-half of the boys' attendances at picture shows are with friends, one-quarter of them are alone, a little over an eighth with parents, and about the same proportion with other members of the family. With the girls over half of the visits to the movies are with friends, slightly over one-fifth are with parents, slightly less are with other members of the family, and one out of 14 are with no escort at all. The New England and Southern young people go less with parents or the family than those in the other sections, and the Southern boy, strange to say, has the record for going to the movies all by his "lonesome."

As to the kinds of pictures liked, the

boys uniformly preferred the western and frontier, comedy and detective types of photoplay, while the girls with equal decisiveness stated a preference for love stories, comedies and society life. Both put tragedies and serials at the bottom. The boys give fourth and fifth places in their appreciation to love stories and society life—just where the girls rank the frontier and detective screen plays.

As the young people grow older there is an interesting change in their tastes. The boys show an increasing interest in love stories and an almost equal growth in their liking for society life, while the lure of the frontier and the detective films gradually abates. The girls' interest in love stories and society life likewise increases with the years, but not to the same degree. Both sexes show an increasing distaste for serials as the years go on, and gradual growth in their appreciation of tragedy. The main sectional differences appear in the strong predilection the California and New England boys have for western and frontier films and the passion of the Southern girls for love stories.

Almost everyone of the returns contained some gratuitous criticism of the current motion picture. Both sexes protested most vigorously against the slap-stick comedy. "I do not like comedies in which the principal characters spend a great deal of time bombarding each other with cakes and pies," is the kind of remark that appeared over and over. Pictures that were not true to life were next in disfavor. "I don't like pictures in which the worthy but poor young man, against impossible conditions, wins the hand of the young millionairess," illustrates this type of criticism.

The girls were especially outspoken about the prevalence of murder and shooting on the screen stage, but this objection was not so strongly urged by the male of the species. What the boys did object to much more than the girls—was the mushy

kind of thing: "I don't like stories where they are always hugging and kissing during the whole show." Ten per cent of the boys' objections and eleven per cent of the girls' were against pictures of "vamps and such like," and pictures "that are vile and that you have to be ashamed of." The films that were bad artistically and those which exhibited brutality also came in for condemnation.

Seventy per cent of both the boys and the girls reported from one to two books which they had been led to read as a result of seeing motion pictures. In the vast majority of cases the book named was the novel or historical narrative upon which the film drama was based. Librarians and educators will be interested to know that 26,000 young people read 47,000 books as the direct result of going to the movies.

"Pictures showing how uneducated people have to work for a living stir up my interest to go ahead." This student was one of the number (one-third of the girls and 38 per cent of the boys) who reported pictures which had stimulated a greater interest in school work. One-sixth of the boys reported that such pictures as Huckleberry Finn and The Old Swimmin' Hole aroused a sort of discontent with school life, while one-tenth of the girls named pictures which also created dissatisfaction with the educational process. One Iowa girl named pictures that, to her, gave the impression "young girls can go out in the world without education and make good." Three-quarters of the students of both sexes believed pictures illustrating the various trades and professions would help them in their choice of an occupation.



THE SUMMER VACATION

BY HENRY S. CURTIS, A.B., PH.D.



WHEN we speak of the summer vacation for children, we mean the time when school is not in session. There is some question whether this period is to continue. Many of our great universities now have four terms, one of which is in summer. Nearly all normal schools do the same. In the public schools also more and more activities are being carried on in summer. In many, manual training and domestic economy rooms are kept open. In some, there are special classes for children who have failed to make their grade, and for bright children who wish to make up grades. Often the schools are open for all who wish to go. School playgrounds more and more are operated and school gardens maintained. If to this we add camping under school authorities, and a close co-ordination with the Boy and Girl Scouts and Camp Fire for the older boys and girls, we shall have a pretty complete summer term.

Where the children can travel or go out of the city to the shore, or the mountains, or the country, or where the parents have

time to go with them on excursions, or camping, or they have large yards with opportunities for interesting things to do, a long summer vacation is desirable. But in the crowded cities where both parents are working, and the alternative to school is loafing about the streets, a summer term which includes manual training, domestic economy, gardening, play, moving pictures, dramatics, singing, art, and some academic study, is an advantage.

The great problem of the children is that there is nothing to do. The devil not only finds things for idle hands to do, but thoughts for idle brains to think, and words for idle tongues to say. Nearly all vices and delinquencies grow out of the misuse of leisure time. It requires planning to keep children busy in worth-while activities when school is not in session.

The summer is the time for athletics and sports. Twilight baseball leagues and volleyball leagues have rendered a great service in many cities. Such leagues should be organized for all the older children before

the close of school with a regular schedule.

Summer offers the golden opportunity for scouting. There is then time for nature study, hikes, week-end camps, and similar enterprises.

Children do not have much time to read during the school year, but there are days in summer when there is not enough play to go around, days when the picnic fails, or the company does not come, or one has a cold; and there are the evenings, some of which are sure to be without entertainment. The mother should have books available to fill in these chinks of time. A few good books should be taken on the vacation. History stories and books of travel will prevent these subjects from growing stale during the summer.

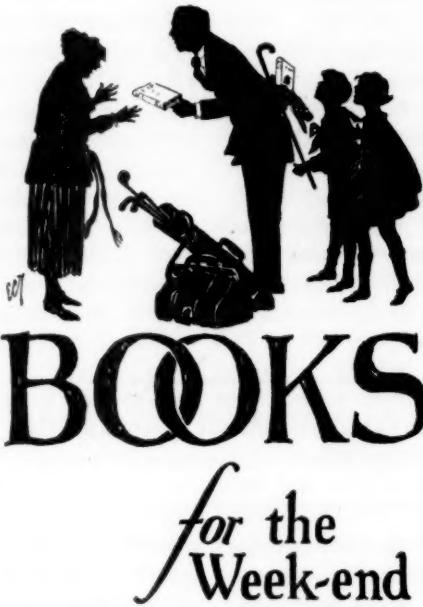
Children should have some work to do. A day devoted exclusively to play is not as satisfying as one which has other activities mixed in. Summer offers the best opportunity. It is good for boys to work on delivery wagons, or milk routes, or paper routes. Both boys and girls should have a garden in which to raise flowers and vegetables. In most

cases this cannot be large enough to take more than an hour or two a day, and will not interfere with other activities which have a deeper appeal. It is good for an older boy to work on a farm during the summer, for a month or two. Farm work is not now so fatiguing as it was three or four decades ago. Most boys like to drive a team or a tractor.

Even if the family cannot leave the city, there should still be a radical change in the program, with picnic suppers and frequent outings. With swings, sandbin, tether pole, and croquet and a tent, the back yard may become a small pleasure resort.

The mother should often take the children to parks and other points of interest for picnics, where swings, seesaws and sandbins are in the offing; also to zoological and botanical gardens and playgrounds and swimming pools.

Using jitney and trolley systems, with a picnic lunch in its possession, the family may often spend the day where the children can gather flowers, wade in the brook, catch minnows, and eat a picnic lunch around a bonfire.



••••

AT THE ROUND TABLE

DEAR EDITOR:

In Professor Killius's second letter, on the parent-teacher movement, "From a Teacher's Viewpoint," he touches on a very vital matter—a misunderstanding that lies at the root of the indifference or hostility of many principals and teachers to the P.T.A. He asks whether doctors, lawyers, dentists, or other professional people would support with enthusiasm organizations of parents for the proper study and discussion

of these professions as applied to child welfare. Then he asks whether the case of the P.T.A. and these organizations would be comparable. I would say most decidedly not. A doctor's, lawyer's or dentist's business is an individual undertaking, financed and managed by himself. The schools are a public undertaking, financed by the people and managed by the elected representatives of the people, the school directors, who are in the last analysis re-

sponsible to the taxpayers, the school patrons. This tie between school patrons and teachers was well understood in the old days when in most communities the teacher "boarded 'round" among the parents of the children then in school. This plan made the parents understand what the teachers wanted to accomplish through the school, and made them see that their duty was only half discharged when school taxes were paid, for sympathetic co-operation was half the battle. As great cities gradually grew up, and the school plant and teaching force grew with them, the tie between the home and the school was almost completely severed, and parents became absentee landlords as it were, shifting their entire responsibility upon the school directors after the school taxes were paid.

Of course for efficient management it is necessary that a few responsible people should plan and carry out the school policy, and that the taxpayers should not interfere, except in cases of gross mismanagement or fraud, in which case they may have recourse of law, or to replacing offenders at the polls—but what I refer to specially is the "human" side of the school question, which until the rise of the parent-teacher movement had been entirely neglected for many, many years, to the great detriment of the child. Where this human element does not enter in, and enable the child to be studied as an individual, teaching can easily degenerate into "machine work," a daily grind. Nothing will so quickly restore this human element as bridging the chasm between home and school, getting acquainted with Johnny's mother and learning Johnny's home environment and reaction to his teacher's influence.

This whole parent-teacher movement grew from an experience that one of Philadelphia's veteran teachers had in the expression of appreciation of her work from a mother who visited her classroom and told her what it had meant to her and to her boy. The teacher had been doing her best for this boy, but not knowing his home and parents, she had been working partly in the dark. Her attitude toward him was

so changed by this experience that she called a meeting of all the mothers of her pupils at regular intervals from that time forward, and her example was followed by many other progressive teachers. The idea finally crystallized in the parent-teacher association, which enlists the co-operation of both fathers and mothers. From the beginning, the danger of criticism was sensed by the pioneers and strongly discouraged. When evils were discovered, they were taken before the directors, the proper authorities. Individual troubles or misunderstandings were talked over quietly with the principal or teacher and dissipated at once, because the friendly, get-together spirit of the P.T.A. has made teachers and patrons trust each other.

Mr. Killius says in his letter that most teachers look askance at contact with parents, for what contact they have had has been by way of complaints. Could there be a better argument for a P.T.A.? Isolation always breeds distrust and suspicion. Co-operation and acquaintance always dispel them. I agree most heartily with Mr. Killius in his protest against burdening teachers with keeping P.T.A. programs living. This is distinctly wrong and will never happen if officers are intelligent and progressive and will read the literature sent out by State and national organizations on how to manage a parent-teacher association. The trouble is that, as I said before, some officers do not inform themselves carefully and conscientiously about their work. If every one of them would spend ten cents on our hand book of information, the objections listed by Mr. Killius would disappear over night. If every teacher could possess one of these booklets, she would be convinced once and for all, as Mr. Killius says it is necessary that she should be, that one of the fundamental aims of the parent-teacher association is "to appreciate the efforts of the teachers, principals and school directors and to support them in their work."

Very truly yours,
ALICE F. KIERNAN,
President Pennsylvania Branch,
N. C. M. and P.T.A.

The Study of a Child

THE SCHOOL OF NATURE

BY ELLA FRANCES LYNCH

Westfield, Conn., May 24.

MY DEAR MISS LYNCH:

MANY days have gone by since I last wrote you, and several times I have intended to write, but many unexpected duties came up and I just didn't get to it.

With the usual spring work like house-cleaning and sewing, I have been very busy and very tired, so perhaps I haven't given my little daughter the time I should. But I hope to get straightened out soon, and then shall get back to my old schedule with renewed courage.

Today is her third birthday, and we are having two little tots down for afternoon tea and the customary birthday cake—quite an event for us. I am having her get out more and dig in the dirt. She makes mountains, little brooks, and so on, and builds stone walks and enjoys it thoroughly, and teases to have on her overalls so that she may get right down in the dirt. She seems perfectly contented alone, something which she has heretofore objected to.

We have been greatly interested in birds of late, and while we do not know many of them, we are familiar with a few and love to watch them and make up little stories about them. We heard a bobolink the other night, rather unusual for around here, and his song was so pitiful, so full of distress, that we decided he was lost and seeking other boblink birds. So we played he was looking for the mountains and soon he'd be happy again. We have the promise of a little bird bath to put out in the garden, then we are going to put up a feeding box and see if we can't coax them to be friendly with us. The other day a dear little robin tried to take some clothes-line away with him, so little Esther has been hanging out strings in hopes the birdies would find them and use them for building material.

I realize that, as you say, over-anxiety

does lead wide of the mark, and I do not want to be too anxious, but I do want to start our steps in the right direction, so that later we can build with a firm foundation.

Sincerely yours,

Bryn Mawr, Pa., May 28.

MY DEAR MRS. _____:

Your news is good. That Esther is learning to play by herself is one important item, and that she plays happily out in the sunshine close to Mother Earth is another important item. Unconsciously she is learning needful lessons that could not be imparted in any other way, and she is storing up vitality and health for future work.

I wonder if we really love the old earth enough for its goodness to us. The early Greeks had a far better appreciation of the earth's motherliness than we have, and their beautiful myths are perhaps the chief medium today that holds us to any show of fealty for her and her comforting, strength-giving, hope-inspiring gifts. It seems as if all primitive, simple-souled people have a truer appreciation of their kinship with the globe we inhabit than do our sophisticated selves. It is with no touch of recoil that they contemplate being taken back into her bosom, but rather do they talk cheerfully enough of the time when they will pull the daisy quilt over themselves for a good sleep. So let Esther play with the earth and learn to love it long before she knows the reasons why. Love first. Then appreciation.

Now for bird-study. As in the study of frogs and toads, you will gain knowledge best for yourself by seeking it first in illustrated books, at the same time striving to see in the living bird the size, colors, form, habits, motions, and other characteristics you are reading about, and unhesitatingly rejecting any statement by the author that is not confirmed by your own observations.

Follow up this information as before with more technical made understandable by the constant use of the dictionary.

But Esther's knowledge should be obtained in quite the opposite way, through the senses, and she should not be insulated from first-hand observations by second-hand information. The knowledge she may acquire this summer is of little importance. The seeking of knowledge is all-important. There can be no real knowledge that does not come from direct contact with things. Objects themselves, not lessons about objects, tend to the development of the reasoning powers. A child may be told about a thing, and may read about it, but he can never make the information truly his own until he has directly observed the object through one or more of the five senses. To give words without things to the young pupil is not simply to retard progress, but to lay a foundation of vague and inaccurate notions. To present to the eye the thing itself is essential to the right training of the faculties in childhood.

Then do not tell Esther what you learn by reading. Do not allow her to rely upon pictures, even the largest and clearest of pictures, for her impressions of a bird. The robin piping in the treetop, or pulling worms in the garden, or calling to his mate from the picket fence, is the proper subject for her to investigate. Just a question from you here and there, or a confirmation of some childish discovery, will keep her on the alert to learn.

Next to making friends with a fine tree, it seems to me that a feeling of friendly warmth towards that universal favorite of children, the robin, is one of the most sweetening things to the spirit and one of the surest, safest ways of awakening the poetic instinct. All children, as you may know, are poets until they lose their illusions and become dwellers in the present, the age of hardware.

And why the robin? Perhaps it is the readiness with which he introduces himself to us, his lively manners, his aspect of pert curiosity, his strange mixture of shyness and boldness, that single him out for our

friend and make us call him by the endearing name of robin redbreast and wonder how he came by that fancy vest.

Try to find a robin's nest with the young birds stretching out their wide yellow beaks for a nice fat worm or beetle. Then let Esther make it the chief occupation of her day to watch the comings and goings of the worthy parents, listen for their discussions with each other and their children, note their perturbation at the prospect of intrusive visitors, take account of the speed, patience, industry, endurance, that they display from dawn to downright dark in providing for their greedy babies. While Esther is thus following up the housekeeping problems of this lovable pair, it is not necessary nor even beneficial to distract her with the affairs of other birds. If she keeps this single interest in the forefront of her mind day after day, until that exciting day—old folks say it always happens on a Sunday—when the young birds are led out for their first flying lesson, and then keeps track of them for the following days, during which the parents still keep about with them and bring them their food-supply, she will have lived an experience of heart and mind more educational than any other I could possibly suggest to you, and a thousand times better than any succession of minor, disconnected lessons. She has been the participator in a wholesome epic, a primitive form of poetry, which according to definition has outward objects for its subject, embracing an extensive series of events, and the actions of numerous personages. You know that epic poems—Homer's "Iliad" and lesser kinds—are no longer being written, the spirit of the age being against that form of composition. Esther, however, is not living in the present age, but in that age when the real is no more difficult of accomplishment than the fictitious. After due practice in this form of poetry, she will gradually add the sentiment and reflection that give it a lyric form, and therefore a more modern character. But years and years should intervene between the two periods of mind-development!

Teach Esther a few lines of springtime

poetry of a kind that she can associate with the things symbolized. Such lines as these will do:

"They have come again to the apple tree,
Robin and all the rest;
And the prettiest thing in the world will be
The building of the nest."

On sunny days by the brookside, teach her, bit by bit, that delightfully lively poem of Riley's (is it Riley or Field?) beginning:

"Little brook, little brook,
You have such a happy look,
Such a very merry manner,
As you swerve, and curve, and crook."

Here I must caution you that in the effort to arouse Esther's sympathies, as for the bird in its loneliness, it is too easy to go beyond the safety-line and over-stimulate her emotions. Children are normally little barbarians. Their feelings are dormant, except the selfish feelings, such as hunger, without which they would not survive. They lack sympathy, because, fortunately, they lack the experience out of which sympathy ought naturally to grow. Their emergence to a higher intellectual and moral state must come by degrees and is very slow. "Sympathy" means, etymologically, "suffering with;" poetically it means love plus understanding. There is a distinct danger in doing much to hasten maturity of understanding which leads to precocity. Nature gave us emotions and meant them to be real gifts; but we must use them wisely, not become their slaves, which is the case when the feelings govern the will. Esther is an emotional child, so that more than ordinary precaution is necessary to protect her from over-stimulation, which leads to nervous tension and nervous depression. Indeed, with her temperament you need to be constantly on your guard during the coming years or she may fall victim to various self-suggested illnesses. Develop sentiment very gradually. Do not suggest nor prompt emotions to her. Let the song of the bobolink make its own appeal and let her interpret it in her own way, unless she chooses a weepy way, when you should suggest instead a joyous interpretation.

The safest, finest, grandest way in which the emotions may be called into exercise is through religious teaching, by which the realization of the need of Divine Help gives rise to the longing for communion with God. The emotions thus awakened are such as make for a healthy optimism. Hope, joy, confidence, love, patience, humility, the aspiration towards high ideals, the purpose of amendment—these are the emotions naturally aroused by the persuasion that we are living in friendly communion with God. Then these aspirations of the individual, the desire for ultimate and everlasting good, should be merged and blended into a sympathetic fellow-feeling for all, taught best as Christ taught us, when he told us to say "*Our Father*," instead of "*My Father*," and "give us" and "lead us." Religious education is really the only safe basis for an appeal to the emotions.

It is not alone the emotions that are brought healthfully into play through religious instruction and education, but the will, the intellect, the imagination. How the recognition of the unseen world stirs the young imagination! How the immensity of God's power and wisdom calls up the feelings of awe! In acquiring notions of invisible beings the child necessarily makes large use of the imagination. If only those people who pride themselves on their emancipation from set forms of instruction in religion could realize the temporal loss to their children by the omission of such teaching as an orthodox church commands, they would, I am very sure, for purely material reasons, introduce religious instruction into homes and schools to stimulate the imagination, warm the spirit, cultivate the heart, as no other branch of instruction can.

And again I say—for I sense your anxiety!—do not worry about the instruction seeming to go slowly. You know how long you must wait for seeds to sprout in the springtime. The weed springs up in a few days. The oak grows imperceptibly. Forwardness or pertness on a child's part does not promise well for the future. Besides, your child is learning hundreds of

things apart from your instruction. Sunshine and quiet and room to grow are more essential for a young child than the finest methodical lessons ever devised. Mental stimulus must be held in check until bodily strength makes it safe. Just as I commenced this letter a mother came to me with her frail little girl of seven to ask my advice about lessons and incidentally to tell me her experience with hothouse methods. When the child was three, the mother placed her in a dear little kindergarten for a part of the day, simply to give her the companionship and stimulus that she supposed necessary because she was told so. The next year the child spent half of each day in a still more exclusive and up-to-date kindergarten. The result was that she

spent the fifth year of her life in bed with a heart trouble that required two years to cure.

When you find yourself on tiptoe of anxiety lest you are not doing everything that should be done for your child, say over those heartening lines from the pen of Jean Ingelow:

"I am glad to think
I am not bound to make the world go round,
But only to discover and to do
With cheerful heart, the work that God appoints."

You know that after you have done the best you can you must really trust the remainder to heavenly management.

Sincerely your friend,
E. F. L.



HOME EDUCATION LETTER NO. 1, 1923

UNITED STATES BUREAU OF EDUCATION

A REPRESENTATIVE READING CIRCLE AND ITS METHODS

Revised by Mrs. A. A. Barton, Director of the Glendale Reading Circle, California

THE Mutual Benefit Reading Circle of Glendale, California, was organized in March, 1916, by Mrs. C. H. Toll, as chairman of education of Glendale Federation of Parent-Teacher Associations. Mrs. Toll had been a teacher for several years and had realized keenly the results of home training, as evidenced by her pupils. After she married and became the mother of four boys, she realized more than ever, that mothers might get great help by reading books compiled by men and women who had been trained along lines of scientific child development. Correspondence with the Bureau of Education at Washington brought the news that such a course of reading had been compiled, and lists were secured.

Calling together in her home a group of women whom she knew to be interested, she suggested that a circle be formed to take up the reading of such a course. It met with immediate approval and details were gradually and carefully worked out. The

time and frequency of meetings were vital points. The hours from eleven to two every Wednesday during the school sessions were chosen. Most of the mothers were their own housekeepers and could not spare too many hours from their busy work. The best time was when the children were in school under the care of the faithful teachers. Closing at two, the mothers could be home about the time the children arrived from school. Each one brings her own sandwiches or light lunch and a committee of two, changing each month, makes tea. The half hour of luncheon is a means of making many new friendships, exchanging and discussing all sorts of "mother-problems." Fingers fly over darning, mending, fancy work, knitting or any handwork, while one member reads from the book selected from the course. Interruptions for discussion are frequent, and from personal experiences of the members, suggestions are often given to some perplexed mother.

It was found best to choose some one

member with a distinct enunciation to be the reader. The circle grew rapidly and it was deemed expedient to have various committees, appointed from time to time, avoiding too much business during circle hours.

Mrs. Toll kept very complete records of the circle work in all details and this has been continued through the years, making a complete history of members, number of meetings, books read, reviews given, visitors welcomed, babies born to circle members and all kinds of work accomplished. Roll-call is answered by quotations, which are written and handed in, and during the last three years these have been compiled and printed in booklet form. Since these booklets were put on sale just before the holidays at a few cents above cost, many of the circle members and friends used them for Christmas greetings.

Circle dues are 25c. per year, and are used for various small expenses; purchases for the tea committee, postals and stationery and purchases of books. Every member who becomes a mother is presented with a copy of one of the books of the list and a record is kept of these "Circle Babies."

Gala days are the birthday, the first Wednesday in March; Baby Day, last Wednesday in April, when all Circle Babes are requested to be present to be admired; and the picnic, the last meeting in June.

The first course from the Government was completed and the eighth book of the second course is just being started.

A social secretary keeps in touch with members who are ill or in sorrow. A follow-up committee writes a card or phones to members who are absent three weeks in succession. The membership changes from year to year. One hundred and eighty members were enrolled last year.

An article of current educational value from magazines or papers is reviewed by a member volunteering, the article having been selected by the chairman of Current Educational Trend.

The circle tries to keep its aim true, as a reading circle for mothers, and has not

deviated from that path. Its work is recognized as the most successful one in the United States. The circle is very proud of the work done in Glendale, but happier, perhaps, in having been able to extend the idea of reading courses for parents in answer to the many inquiries which have come to it.

Meetings were held at the home of Mrs. Toll for four years and since then in the Young People's Room of the Public Library, which is, of course, practically empty during school hours. The books of the two courses are on the Library's shelves and the heartiest co-operation is extended by the librarian and her assistants.

The members of the circle are always glad to lend their assistance in any way and will give further information to help form new circles.

A committee on reviews of Current Educational Trend has helped the members in preparing reviews and presenting them. The following articles were reviewed: "Are Girls as Bad as They Are Painted?" by Kathleen Norris; "Making Over Mother," by Elizabeth Sears; "Mother Gets Backs on the Job," by Bess Streator Aldrich; "Illiterate America," by Charles A. Selden; "Aren't You Glad You Are Not Your Grandmother," by Dorothy Canfield Fisher; "A Builder of Personality," by J. E. Rhoades; "It's Up Grade, But We're on the Way," by Ida Clyde Clark; "The Man Who Found Children," by Angelo Patri; "Don't Be a Door-Mat," by Dr. Frank Crane; "National Schools," by Dallas Lore Sharpe; "What Is Education?" by Dr. Hadley, of Yale; "A Mother and Her Boy," by Mary Brecht Pulver; "Fear," by Linn Davis Hicks; "Literature in the Grades," by Yeomans; "Youth and the Right Job," by G. Parkhurst; "Comedy of Americanization," by Katherine F. Gerould; "A Plan to Give Each Man a Job to Fit His Brains," by Dr. Goddard; "The American Woman's Biggest Job," by Mrs. Thomas G. Winter; "One Cylinder Men," by Crissey; "Making Home Work Count," by Angelo Patri; "Story of Opal," by Opal Whiteley; "The Prestons," by Mary Heaton Vorse; "Growing Up," by Mary Heaton Vorse.

EDITOR'S NOTE.—President Harding's address to the National American Council, which the editor was privileged to hear, contained a message so definite and so inspiring for our organization, in this month which brings us to our National Birthday, that we have brought the heart of it to our readers, in place of the usual editorial.

RENEWING OUR IDEALS

WARREN G. HARDING

It is one of the best signs of our times that there exists a widespread realization of the need for organized and determined effort to recall the people to the high ideals which inspired our republican institutions. . . .

To this end, the need is to educate all of us to understand what our fundamentals are, what they mean, and whether, in the process of their evolution, we desire to hold them everlastingly secure. In some ways, Americans are a very conservative people; in others, quite the reverse. Having been compelled for generations more or less to improvise institutions fitted to their needs, they have largely lost the fear of experimentation. Some of them are quite too willing to experiment without first stopping to think out clearly the procedure on which they would enter. Conflicts among differing groups and opposing programs have commonly prevented disastrous results; but there is danger in placing too much reliance on this kind of protection. It is liable to deadlock the whole mechanism of progress. That would be as great disaster as to give ourselves over to an era of ill-assorted, unthought social and economic experiments. Somewhere between these two undesirable courses, our country has need to chart a route of sane, constructive, genuine progress which may command the sincere support of the overwhelming majority. . . .

"Our national experience during the war afforded illustration of how a great common purpose, intense and universal, would weld the nation into a true unity. The inspiration to forget personal interests for the sake of the common cause; to sacrifice individual ambition; to work without stint and without question; to give up if necessary even life itself; these enabled us to achieve a consciousness of solidarity and

of power that this nation had not known before. It grandly demonstrated what magnificent results a great people can achieve if they have a definite common objective which all sincerely wish to attain.

That great release of national energy was inspired by war. It showed how far this people will go in service and sacrifice for the common good. As a people, we have not changed with the return of peace; but undeniably we have lost most of the unity, solidarity, the eagerness for simple service that marked our war-time attitude. Plainly, it is because we have been somewhat confused by the complexity of our time and situation. No one great dominating and appealing cause has been visualized before us, to command our loyalty and devotion. We have not discovered any single, all-absorbing enterprise capable of commanding the services of the whole united community. We need to find such a commanding and dominating national interest, and I believe it would be found if we could contrive means to set before all the people the full meaning and implication of that simple statement about the aims and purposes of our Government, which is contained in the preamble of the Constitution. In that preamble, the fathers of the republic set forth the objective of this great democracy, 'We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America'."

There is the complete statement of our nation's aspiration, and a noble aspiration it is. There is the chart for our course. There is the inspiration to every effort to

make one and all of us better citizens. Following that statement of a general purpose, the Constitution sets up a mechanism, and the laws enacted by nation and states have added to that mechanism from time to time. We should not, in contemplating the details and perhaps imperfections of the machinery, allow ourselves to forget the great underlying plan and purpose, the supreme objective of it all.

There is need to cultivate in every citizen a sense of responsibility, of personal concern for the operation of this mechanism in a fashion harmonious with the purposes of its founders. The nation at its best will not be better than the aggregate of all its citizenship. The national ideal stated in the preamble will be attained by us as a nation in no greater degree than we shall attain it as an aggregate of individuals. To the extent that the individual strives to realize the objective in his life and conduct, communities composed of these individuals may achieve them, but not farther. The preamble, then, defines the objectives and aims of training for citizenship. . . .

If we sincerely wish to leave a better and greater nation to the next generation, to bequeath institutions better adapted to achieve the great aim of social organizations, we shall accomplish these things by adhering in our daily conduct to the rule of seeking and doing justice. . . .

Every citizen has a personal responsibility in this business of training better citizens. The citizen is an example to all with whom he comes in contact, a parent with direct responsibility for his children. Without his fullest co-operation the utmost efforts of Federal, state and local governments can at most be of small avail. So we may well unite in inviting all citizens, all of the many organizations which look to encourage better citizenship, to unite in this fine co-operation of effort. With the preamble of the Constitution as a definition of our objective we will find that we have a common aim and purpose, quite as attractive as any that has been set up before us under the urgencies of war. Here is a sound platform on which to build democratic institutions. Toward the realization of such aspirations as those we may confidently place our lives, our fortunes and our sacred honor.

The result of individual and collective effort to make this democratic program a moving force in our lives and conduct will extend beyond our own borders. The nation which knows the truth and which, amid the turmoil of this age, has discovered how to "insure domestic tranquillity" can point the way to world peace; not by force of arms, but by living the precepts of representative democracy's true platform in all its dealings with mankind.

"Yesterday the greatest question was decided which ever was debated in America; and a greater perhaps never was, nor will be, decided among men. A resolution was passed without one dissenting colony, that those United Colonies are, and of right ought to be, free and independent states. . . .

"The second day of July, 1776, will be the most memorable epoch in the history of America. I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival. It ought to be commemorated as the day of deliverance, by solemn acts of devotion to God Almighty. It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations, from one end of this continent to the other, from this time forward for evermore."

JOHN ADAMS.

Letter to Mrs. Adams, July 3, 1776.



NATIONAL OFFICE NOTES



BY FLORENCE V. WATKINS

Yes, the 1923 Convention was a great success, and those who were present will never forget it. The life was most strenuous for those five days, but the joy of meeting old friends, of coming to know those with whom correspondence has been carried on for years without ever meeting face to face, made the Executive Secretary forget that there was such a thing as weariness. It was a real feast of fellowship, and we shall all be able to serve the better for it.

Child Health Organization of America, 370 Seventh Avenue, New York City, has a book of especial interest to all Parent-Teacher Associations desiring to give the children some part on their programs. This book is called "Health Plays for School Children." The price is 15 cents per copy. The same organization also issues "Songs of Health and Joy," which should be useful for parents as well as teachers.

For those who are interested in matters relating to the health of children and adults, it would be hard to find a periodical more valuable than the new organ of the American Medical Association, "Hygeia: A Journal of Individual and Community Health." Of especial interest in the May issue are two articles on the mosquito and one on "Hay Fever: The Early Spring Type." Mothers should read "The Danger of Measles," "Lively Limericks for Little Listeners" and "Sleep Song" will also be of value to mothers. Address, Hygeia, 535 North Dearborn Street, Chicago, Ill.

For parents who believe in teaching the children to be kind to animals, a most interesting periodical is *Humane Record*, published by the Humane Educational Society, at Chattanooga, Tenn. The April issue had many interesting articles.

The National Congress of Mothers and Parent-Teacher Associations worked hard for the Maternity and Infancy Act, and they will be especially interested to see how the Act is operating in a state where the Parent-Teacher Association is rapidly growing. In the May issue of *Mother and Child* (American Child Health Association, 532 Seventeenth Street N. W., Washington, D. C.) is an excellent article on "The Kentucky Program for Child Health," written by the one who has charge of the administration of the Act in that state. The issue also contains a most enlightening article, "Girl Scouts Stand for Health."

Every one of us should read "We want More"—the editorial in the April *Canadian Child*—if we would really learn how to live a worth-while life. Parent-Teacher Association workers would all be interested in President Dale's address printed in the same issue.

The Y. W. C. A., through the Woman's Press, New York City, is issuing three excellent books

for those who are interested in solving America's problems and in solving them right. One is by the gifted English preacher, A. Maude Royden, and is called "Women at the World's Crossroads." Another is "Patriotism and the Christian Life," by Wilfred A. Rowell. The third is "A Woman's Point of View," by Harriet Stanton Blatch, in which she shows "some roads to peace."

The May issue of *School Life*, Bureau of Education, Washington, D. C., contains an article by our National Press and Publicity Chairman, Mrs. Laura Underhill Kohn, on "Value of Parent-Teacher Associations."

In a most interesting booklet, "Program: Federated Parent-Teacher Associations, Duluth, Minnesota," appears this quotation:

"There is nothing in all the world so important as little children; nothing so interesting. If ever you wish to go in for philanthropy, if ever you wish to be of any use in the world, do something for little children. If ever your yearn to be fully wise, study children. If the great army of philanthropists ever exterminates sin and pestilence, ever works out the race's salvation, it will be because a little child has led them."

This group is to be congratulated on its fine programs for the year just closing.

Another admirable publication from this new State Branch is its *Parent-Teacher Associations and Mother's Clubs*, which contains a state constitution, suggested constitution for local clubs, how to organize, and departments.

Every Parent-Teacher Association worker should read two articles in the May 19, 1923, issue of *The Woman Citizen*, under the heading, "What the American Woman Thinks." One is entitled, "A Community Answer," and is written by our National Better Films Chairman, Mrs. Hilda D. Merriam. The other is "Licensing is Doomed," by Nancy M. Schoonmaker.

NOTE.—The price of the *Parent-Teacher Bulletin*, issued by the University of North Carolina Extension Division, is 50 cents per copy, and not 10 cents, as stated in the May issue of the CHILD-WELFARE MAGAZINE.

In the May issue of the *National Education Association Journal* is an article by General John F. O'Ryan, which every parent and teacher should read, "Teachers and World Peace," and then go out and practice what it teaches. The "Coming Curriculum" will be appreciated by those of our number who taught long ago. "The Pacific Northwest" will make us all wish that vacation was here.

It seems unusually interesting that recently there has appeared in the *Literary Digest* a series of articles calling attention to the fact that we are again realizing that it is religion which will

help us solve the great problems now confronting us. In March two articles appeared, "The Tragedy of a Godless Childhood" and "Business Backing the Bible."

The National Congress of Mothers and Parent-Teacher Associations desire to compile, print and distribute a collection of poems and songs appropriate for use at National and State Conventions and on Child-Welfare Day (Founder's Day), February 17.

It is requested that such poems and songs, the latter set to familiar tunes, be sent to Mrs. Davis

O. Mears, care National Office, 1201 Sixteenth Street N. W., Washington, D. C.

Official pins of the National Congress of Mothers and Parent-Teacher Associations are now ready. Rolled gold pins, 55 cents, when shipped separately; 50 cents each in quantity. Solid gold pins, \$2.00 each.

A sample pin will be sent for State Conventions, so that orders may be taken. Shipment will be made immediately upon receipt of price. Order from the National Office, 1201 Sixteenth Street N. W., Washington, D. C.

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NEWS OF THE STATES

ALABAMA

At the last meeting of the Decatur Street Parent-Teacher Association, the secretary, Mrs. Abe Monsky, made the annual report. Mrs. Monsky was elected president for next year. The report is as follows:

The Parent-Teachers' Associations of the Decatur Street School organized only a few years ago, and now, with a yearly average of 105 or more members, the association is doing a splendid work. Throughout the year a splendid spirit of harmony and loyalty has prevailed, and the work has been a joy and an inspiration.

Inside the school, the principal advises as to the needs of the teachers. We try to give what is needed, remembering always that they ask nothing for themselves, but for a chance to give our children a better opportunity in the world outside.

Our first meeting of the year was held October 20, 1922. Plans were then formulated to commence work.

The treasurer reported a balance of \$60.80 left from last year.

In the fall, the association co-operated with other associations and Mother Circles in giving the Harvest Festival. This event is an annual affair and furnishes much pleasure to the children, as well as adding a good sum to our treasury.

Mrs. A. C. Mentz was sent to Birmingham to attend the educational convention held in that city December 6-8.

We sent \$10 to add to the milk fund for under-nourished babies of the city. We donated \$27 in addition to the \$25 already given, which makes \$52 to the West End School to help build and equip their lunch room.

Mrs. Ledbetter informed us that the teachers each year spend several dollars out of their salaries for various items for the school room. Each teacher was given \$5 to use for supplementary supplies for her room. The total amount given for this purpose was \$40.

The biggest event of the year was the purchase and installation of a Keystone picture machine in Decatur Street School. This method enables the teacher to show the pupils what the printed page fails to give them, that is, correct interpretation and visual experiences. It stimulates in the life of the child a greater love for the dry textbook. We went heavily into debt, the

machine, including freight, cost \$556.50. Our aim to pay for the machine this school term has been accomplished. We have just cause to feel proud.

A bedspread was raffled; two visualized picture shows by Miss Moor's and Miss Pickett's classes; rummage sales and several donations were the means by which this was accomplished.

Several interesting speakers were heard at our meetings during the year.

Charge of the lunch room for next year was given to Mrs. Charlotte Chandler.

Much of the success of the year's work has been due to the very efficient efforts of the splendid president, Mrs. Charles E. Mitchell, who has been heartily supported by her official staff.

Of no less value has been the work of our principal and the various committees who have at all times given their hearty support and co-operation without which no association can succeed.

This is but a glimpse of the work parent associations can do—the reward is wonderful in the revelations of hidden powers and appreciation.

The growth of the school—that is, the growth of the children—depends upon the understanding of the partnership between school and home, between parents and teachers.

CALIFORNIA

Due to the efforts of the Junior Boosters' Club, composed of the pupils of the Emerson School who boost for the Parent-Teacher Association, a large number of parents attended the meeting which was held recently in the school, and an excellent program was provided for their entertainment.

With a setting which gave the appearance of the wildness of the forest, yet touched with the civilization of the Indians shown by the wigwam in the center of the stage and the products of the harvest heaped about, one of the children recited Hiawatha while other children interpreted an interesting pantomime.

An address on matters relative to education was given by Rev. George Warmer, and he was followed on the program by Mrs. Andrew Hancock, president of the Emerson Parent-Teacher Association, who discussed in an interesting fashion, "What is the Parent-Teacher Association?"

Bernice Brandt, president of the newly-organized Junior Booster Club, spoke on "The New Organization," and stated that the work of the club

will not slacken, but that they would increase the number of the Parent-Teacher Association members. A special song was given in greeting to Charles E. Teach, city superintendent of the schools, and was followed by the Parent-Teacher Association song. Mrs. M. E. Whiting gave an account of the state convention which was held in San Diego. Other musical numbers were rendered, one being "Old Zip Coon," by the boys' glee club, and "Anchored" by a mixed chorus. There were 327 present at this meeting.

A very successful plan, which has increased our membership from 44, last year, to 125, this year, has been the organizing of our pupils (seventh and eighth grades) into a junior affiliated association to boost for the senior organization.

They have their own officers and programs, and hold their meetings the day previous, telling their parents in the evening and reminding them of the Parent-Teacher Association meeting next day.

We have now many interested mothers who never came before, and who started coming because of the insistence of their children.

Only those children are eligible to the "Boosters' Club," as their association is called, whose parents are either paid-up members or who attend the meetings. We are working more for attendance than for just paid membership; so if a parent attends without joining, the child has the privilege of membership in the Junior Association. There are no dues. If a parent comes to Parent-Teacher Association the child can attend Junior Association.

We make it a privilege by allowing them to have their meetings twenty minutes during school time. Those who are members are excused from their classes for that twenty minutes once a month, and they meet and have their little program in the auditorium.

Our principal and teachers co-operate with the parents in a splendid manner.

A good piece of work in which the Emerson Parent-Teacher Association takes pardonable pride, was the bringing to this city, from Los Angeles, a splendid speaker on safety. His impressive talk embraced safety along all lines as related to children. Through the efforts of our Parent-Teacher Association, this speaker, E. B. Lefferts, manager of the public safety department of the Automobile Club of Southern California, visited all of our thirteen schools, and delivered an address on safety to the children of each school, making his talk appropriate to the ages of the children in each instance. Included in his program of talks was a meeting with bus drivers. He devoted two days to this work, reaching 4,300 children in grammar grades and 1,600 high school students.

In view of the fact that California has the highest accidental death rate of any state in the nation, we feel that we accomplished something really worth while and something really needful, by getting an impressive message on the subject of safety to nearly six thousand of our children.

SUMMARY OF THE WORK OF THE SECOND DISTRICT

Our district took its share in the display at the State Fair at Sacramento, many members attending; they appreciate the setting aside of one day at the Fair and calling it the Parent-Teacher As-

sociation Day, and that this is an advance in our standing and recognition.

A Mid-Year Conference, an all-day affair, was held in January in San Francisco; this was especially for chairmen, giving time for reports and the many questions that are too often crowded out by pressure of general business at the regular meetings.

Two new federations have been formed this year, the culmination of many discussions; they promise the best field for general extension in their own counties; one is in Alameda County, the other in Napa County.

The Second District Annual Convention was held in April, at San Rafael, beginning its preliminary discussions on Wednesday afternoon, then on through elections, reports and round tables. There were 460 voting. A poster exhibit with three hundred, and four prizes awarded. A wild flower exhibit of unusual interest was arranged. A dinner was given by the local federation to outgoing and incoming officers, when decorations and speeches vied in brilliancy. To close, on Saturday, 250 delegates remained as guests of the Marin Chamber of Commerce, for a drive to the top of the mountain and a barbecue, long to be remembered.

We now have twenty-four departments, having added high school, and Pre-School Age Circles, these following the suggestion of our National Congress.

As we close the year, a proof of advancement comes in the division of our territory. Five of the counties, with their thirty-nine associations in good standing have been organized into the Fourteenth District, with Mrs. James Skee elected to the presidency, and a well distributed corps of officers to serve for a two-year term. It is with most cordial good wishes the six counties remaining in the second district see them setting out on their adventure.

There are many things that might have been done better—many omissions—it is not surprising that others can see them. The work has not pleased all members—do you not think that is more than any one could expect? We are not here to find flaws in each other's work. We are here to find points of success and learn the road by which it has been reached. An appreciation of the best is surely legitimate. After all, in the essentials we are all very much alike. It is in our likeness to each other that we find our bond of welfare work. Too often small unlikenesses are emphasized, and this unhappy emphasis leads to a misunderstanding, and a loosening of the ties that bind us into an association for the uplifting of our banner of loyalty with service.

"Just a cup of cold water now and then, just a little kindness now and then, and the liking and sympathy of womanhood is won."

Two years since I was asked "What do you see through opportunity's open door?" I replied, "Work, more work, and then some more work." That is what has come to all of us. Realizing that "The school will shape the destiny of tomorrow," we have been competing in betterment and salvaging childhood and the future—no one willing to be indifferent or captious.

Our work has been evolution, not revolution. Nobility of spirit has inspired us; those true riches of love, sympathy, human understanding.

Have we lived up to our motto of "Loyalty with Service?"

We have.

Mrs. W. H. MARSTON, *President.*

DISTRICT OF COLUMBIA

The May meeting of the Weightman Parent-Teacher Association was held at the school. As this was the last meeting of the year the entire amount in the treasury was donated to the school to be used for playground equipment. This has been used for swings, balls, bats, baskets, etc., for the children. The principal of the building expressed the thanks of the teaching corps to the association for the work done in this, their first year.

The John Burroughs Parent-Teacher Association met Thursday. The playground committee reported that the recent drive for funds to maintain a supervised playground for the summer months was successful, and that a competent instructor would be in attendance during both morning and afternoon for ten weeks beginning July 1. The amount necessary to build tennis courts was also appropriated, and it is expected they will be ready for use within the next few weeks. On June 1, a playlet, entitled "Queen Mother," was presented by pupils of the school on the lawn, the proceeds to go to the playground fund.

The Park View Work-Study-Play-School staged one of the most successful events in its history at a joint meeting of the Citizens' Association and Mothers' Club and an exhibition of school work. A reception committee, composed of the officers of the two organizations and the principal of the school, greeted the parents and guests in the main corridor of the building, and the teachers of each classroom assisted by "grade mothers" explained and exhibited the work of the various basic and special departments.

Interest was shown in the miniature city composed of the White House, Treasury, Union Station, Washington Monument, Park View School and other familiar buildings constructed of blocks by the kindergarten class; and in the natural science and geography exhibits, among which was a reproduction of the Panama Canal Zone made of clay, moss and trees on a sand table, showing quite realistically Gatun Lake and Locks and the Culebra Cut.

Dr. John J. Tigert, United States Commissioner of Education, made an address, in which he commended the parents on their loyalty to the teachers and school. Mrs. Giles Scott Raft, president of the District of Columbia Congress of Mothers and Parent-Teacher Association, spoke briefly of her recent trip through the middle west. Robert L. Haycock, supervising principal of the third division, also made an address.

The Park View School Orchestra, under the direction of Mrs. Laura F. Ward, furnished music. The Mothers' Club served refreshments and eighth grade boys and girls acted as ushers.

During the late war the District Congress of Mothers and Parent-Teacher Associations was occupied entirely with necessary war activities.

Since the armistice the work of adjustment to a peace-time basis has required the entire thought and attention of the officers and the several thousand members. Constructive work for the betterment of the children in our public school has always been the purpose and object of the Parent-Teacher Associations.

As the work has been assuming different aspects during the past two years, and the various clubs have been engaged in doing the active local work of their several communities, the wider, more universal aspects have been in no way neglected.

Each Parent-Teacher Association or Mothers' Club, as the case may be, meets once in every month in their own public school building. On the third Tuesday in each month these local clubs come together in the large parent body, the District of Columbia Congress of Mothers and Parent-Teacher Associations, and bring to the large group the results and effects of their activities in the local communities. It is in such gatherings that ideas are exchanged, and through such exchange of ideas that a new and wider vision is effected.

The current year has been productive of much good to both parents and teachers. The range of activities has been very wide, and the benefits derived are without measure.

The Congress has issued a year book, which is designed to answer questions concerning the work in the Nation's capital. The requests for information come from state universities, state superintendents of schools, private institutions, parent-teacher organizations and many individuals.

The year book gives in detail the many activities covered in the local communities. Every channel through which the child may be benefited is thoroughly canvassed and competent and efficient help secured to put all beneficial ideas into prompt execution.

Many schools have been equipped with electric lighting fixtures, as the year book will show. In several cases school yards have been surfaced for proper play space. Teachers' rooms and small kitchens have been fitted up, so that a comfortable place is insured for rest and recreation during the lunch hour. Victrolas and player-pianos, with necessary records, have been supplied through the efforts of the parent groups. Furniture where needed has been secured.

The health of the children has been the special charge of the Parent-Teacher Associations. Scales for the weighing and measuring of the children have been furnished in many schools, and milk lunches for the short recess and hot lunches for the noon hour have become a regular institution.

The year book tells at a glance the great amount of real constructive work which has been accomplished by the District Congress of Mothers during the school year now rapidly drawing to a close.

A very comprehensive program will be outlined in detail, and will follow the following general lines: "The Great Problem of Child Welfare," "Literature in the Home," "Thrift in the Home," "Social Life of the Child," "Child Psychology," "Relation of Parent and Child," "Art in the Home," and "The Influence of Good Music in the Home."

The great value of the program as outlined will be seen to lie in the fact that the influence of it will develop a love for the home and for the things that center in and around the home, all of which have unfortunately been removed from the home circle and environment through modern invention and modern methods of living.

The great object of outlined programs for a year's work in parent-teacher groups is that through their influence the home is made a better place and a more attractive place for the child in his social and leisure hours, and the school is made more effective for his academic training.

KENTUCKY

Among the fine resolutions passed at the recent State Convention, these are outstanding:

We, the members of the Resolution Committee of the Kentucky Branch of the National Congress of Mothers and Parent-Teacher Associations, submit the following resolutions:

That we endorse the use of "A Student Loan Fund" in every Parent-Teacher Association as our slogan and encourage the establishment of such a fund in every school in the state.

That we endorse the consolidation of schools in every county.

That we endorse kindergarten education as a corporate part of the general educational program of Kentucky, and that it advocate the extension of kindergarten primary education in Kentucky through the establishment of additional kindergartens in the state and through the furtherance of kindergarten-primary training in State Normal Schools and Universities.

That we endorse the teaching of music in the public schools, and the creation of department to foster the teaching of music throughout the schools of the state.

That we endorse the movement for better motion pictures: The adoption of visual education in the schools; and the supervision by parents of pictures shown to children.

That we endorse the following resolutions as adopted by the K. E. A. at its meeting, April 21, 1923:

First—We believe that the Superintendent of Public Instruction should be appointed by a non-partisan State Board of Education.

Second—We believe that a non-partisan State Board of Education should be created, that sound administration in public education may be obtained.

Third—We believe that the State School Fund should be distributed so as to secure equality of opportunity to all the boys and girls of the state.

We believe that our Governor in his appointment of the State Text Book Commission has shown that he is vitally interested in the boys and girls of this State.

QUALIFICATION PLAN FOR OFFICERS

The merit of the plan is now being felt all through the state, nearly every district going over the top with two wonderfully capable representatives. The ladies who have accepted the call are willing to work for a bigger, greater and more co-operative State Parent-Teacher Association. They are not accepting the call just to be a state officer, but for many reasons, namely:

Their field is larger to work in.

They are willing to enter the school of training to be able to do a real constructive piece of work and be trained efficiently.

They are given the power to organize other associations which is the only way to get our rural education on top.

They know that the State of Kentucky will not only have one organizer, but twenty-two district representatives who will have the power of organizing, which means growth in the near future.

It lessens the work of the state organizer with the trained representative working in harmony with her.

After they have been through the school of training and have done constructive parent-teacher work, they are willing to be placed at the head of the big and powerful organization if they are needed, and out of the twenty-two district representatives the voting delegate body of the Kentucky State Parent-Teacher Association will make no mistake in choosing members of the State Board, because they will be efficiently trained.

FROM THE MESSAGE OF THE NEW PRESIDENT

We urge an untiring endeavor to interest others in our Parent-Teacher Association; we should have an organization in every county and town in our state. Information is the surest means of creating interest in any subject—we cannot work intelligently for any cause about which we are not informed; our CHILD-WELFARE MAGAZINE furnishes most valuable reports and suggestions from all parts of our country—order this magazine, try out in your own community some of the methods that have brought success elsewhere; let us put Kentucky in the front rank of Parent-Teacher Associations.

Many of you had the privilege of attending the convention of the National Congress of Mothers and Parent-Teacher Associations recently held in Louisville. From every section of the nation there came to that convention thoughtful women pleading for the childhood and youth of our country; let us unite our forces with theirs, and, believing that "the attitude of a nation toward child welfare will become the test of civilization," meet our high and holy obligation to the children of America.

LOUISE K. MUELLER.

MISSOURI

WHITTIER PARENT-TEACHER ASSOCIATION, KANSAS CITY

This year we tried to have each family in Whittier school have at least one representative in the Parent-Teacher Association, and our Membership Chairman, Mrs. Wiley Fox, appointed a captain for each of our rooms in the school, who personally called on each child's mother or guardian in her room, carrying the work of our organization direct to the home. Having a child in the room gave the captain an interest in every mother and home on her list, and the mother a mutual interest in the captain calling. Each captain was supplied with written instructions so she would forget no single item. The workings of the organization were explained, our aims and purposes set forth. We expect to need a card index next year if the reports come in as they did

this year. Our Mutual Help Chairman has been able to do a most valuable work through the reports brought in. Many of our captains have a personal interest in some of their families and have asked to do their own "Mutual Help" work, supplying clothing and other necessities where needed from the standpoint of personal solicitude.

We have collected local dues of 25 cents per year to finance our association, and find that when patrons understand what "Parent-Teacher" means they are glad to pay.

We have had Mrs. M. H. Du Vault in one series of four lectures on "Child Nature and Training," on the second Tuesday of each month, and she is now giving us a second series of four lectures. These lecture courses are given under the auspices of Kansas City Council and endorsed by the Board of Education.

ST. LOUIS COUNCIL

The Rev. Dwight Bradley, at Webster Groves, addressed the St. Louis Council, Thursday, on "The Profession of Motherhood."

"Since intelligence is applied in our civilization we should make sex education a fundamental part of all education, instead of ignoring it and lending mystery to it," he said. "There should be no mystery thrown around matters pertaining to parenthood if we are ever going to gain the efficiency in parenthood that we have in other lines. We school our physicians, our business men, our lawyers, but we hesitate to inform our future parents, fathers and mothers.

"I think the day will come when men and women will no longer be willing to assume the responsibilities of parenthood unless they have thoroughly informed themselves about it."

The St. Louis Council is particularly stressing child scholarship work. St. Louis Parent-Teacher Association was first in the state to foster this fund.

Since September the Mothers' Circles and Parent-Teacher Associations affiliated with the National organization have given \$850 for this purpose. An annual gift of \$1,500 from Mrs. Charles A. Stix gives twelve additional children their chance, so that at present it is possible in St. Louis to give nineteen children this assistance.

DEER PARK—BOONE COUNTY

WHAT ONE RURAL CIRCLE HAS ACCOMPLISHED

We organized October 17, 1919, with ten members. We now have 70, including two associate members. Have averaged 15 meetings per annum, 10 with programs on Child Welfare. We have always celebrated Founder's Day and have sent birthday offering. We take CHILD-WELFARE MAGAZINE and also School Journal.

Our entertainments have been varied. We always serve picnic dinner last day of school. We decorated two floats (cars) for the Missouri pageant, representing children's club work and Parent-Teacher Association. Also paid expenses for Rally Day.

Red Cross campaign was conducted by local Parent-Teacher Association. Our quota was raised. We were presented with a set of gymnasium scales through the Junior Red Cross of our school, also with an emergency kit which we have since kept supplied.

With money raised by our organization, we

have put the following equipment into our school: a swing (metal pipes, concrete filled), with six swings, sea-saws, metal pipes, four boards, kindergarten tables and chairs, also book rack and rug for children to dramatize stories upon; set of "Book of Knowledge," also subsequent addition of Bible History; and a school-phone (victrola). A mail box. For two years we have supplied our school with four magazines, namely, *St. Nicholas*, *John Martin's Book*, *Youth's Companion*, and *Boys' Life*. By delayed subscription of individuals we have for the school *Ladies' Home Journal*, two *Literary Digests*, *Geographical Magazine* and *Successful Farming*. We have also bought new books for the library (school). Have furnished paper towels for the children.

Through our efforts the directors have put into the school Coleman's lights, more book cases, drinking fountain, and additional books for the library.

In the spring we planted shrubbery and bulbs in the school yard. We always entertain the fathers once each year, furnishing amusement and serving refreshments afterwards.

At our May meeting we adopted an Armenian orphan for the year.

This is merely an account of material things. I feel we cannot estimate accomplishments on other lines. We have wonderfully brought the women of the neighborhood closer together in our common bond. We have a freedom and sociability and good fellowship in the atmosphere that is most flattering to the cause of the Parent-Teacher Association. We only lack one of having a 100 per cent membership, and have the promise of them becoming members.

For the new circles just starting I should say study your community and your children. If children are underweight direct your attention to proper feeding, perhaps serving milk between meals or the hot lunch. Health means more than any amount of equipment; let the equipment follow later. After all, Child Welfare is our creed.

MRS. CHARLES H. TRIMBLE

KANSAS CITY PARENT-TEACHERS UNDERTAKE SAFETY PROGRAM

The National Safety Council reports that as a result of the safety program inaugurated in the public schools of Kansas City, Mo., and the rising sentiment of fathers and mothers to prevent the frequent recurrence of accidents where children are involved, the Parent-Teacher circles of that city have organized a Safety Division to cooperate with the Kansas City Safety Council—a local organization of the national safety organization—in the matter of accident prevention.

A city-wide campaign to eliminate traffic dangers and other potential hazards was planned at a recent meeting; a committee from the Parent-Teacher Council, working with the local safety council staff, has already outlined a working program. Thirty-nine children of school age were killed in Kansas City last year.

Safety work in each school circle is in charge of the committee on boys' and girls' welfare, composed of both men and women who pledge themselves to active co-operation. Monthly reports of the results accomplished by each circle are made to the council chairman. Each circle confines

its work to its particular school district. The work given immediate attention includes a survey of dangerous blind corners, sharp corners and curves, dangerous grade, offset intersection (continuation not in direct line), corners where more than two streets intersect, dangerous steam or electric railroad intersections and other dangerous conditions.

NEW JERSEY

PARENTS' SESSIONS AT SUMMER SCHOOLS

Parents' days at the State Summer Schools for Teachers were so enjoyable and helpful last year that the Summer School leaders, members of the Mothers' Congress and student-teachers are asking that they be continued—and in a larger way.

At Ocean City a Parents' School will be held in conjunction with the regular Summer School for Teachers. Last year many parents spending the summer at Ocean City, availed themselves of the opportunity to attend and expressed their intention of taking a more extensive course this year. One young mother said that she hoped she might always spend her summers there so as to attend Parents' School. It is an unusual opportunity to enjoy a restful shore vacation and at the same time have the advantage of carrying on a course in Child Study through classes and observation. The best instructors and lecturers of the country are in charge. The congenial association with the student-teachers, many of them friends or relatives of the parents and visitors, and the whole atmosphere of progress—all together for the children—gives a happy and inspirational time.

This year the Ocean City School offers the following courses to members of Mothers' Congress free of charge: Child Psychology, Story Telling, Physical Training, Literature, Freehand Drawing and Elementary Handwork. Think what the Story Telling course, under an expert, means to mothers! Child Psychology will be as fascinating. But which subject will mothers want to miss?

One of the first steps in co-operation between the home and the school is for parents to fully understand the present-day school methods so as to be able to talk with their children about their school and "live with them." This is the opportunity the Parents' School offers.

Members of Parent-Teacher Associations, officers, trustees and board members of the New Jersey Congress of Mothers and Parent-Teacher Associations, educators, and student-teachers, and visitors are invited to spend the day in conference on Mothers' Congress, the form of its organization, its policies, aims and purposes, and the various departments of its work.

LEGISLATION

The most effective legislative work done was in opposing such legislation as was introduced which was calculated to lower the educational standards and prove detrimental to existing welfare laws.

Realizing the importance of law enforcement and the fact that any changes in any way tending to weaken the existing prohibition laws would be unwise, we used our influence against the bills and resolutions introduced to effect any such change.

We urged that the appropriation for Public Health Work should not be cut down, and tried in every way to make our influence felt for the protection of the home and school.

In some instances the combined efforts of the various welfare organizations were canvassed and certain Assemblymen and Senators assigned each organization. In all cases where the individual associations communicated with their county representatives, the most effective work was done. The majority of the counties in the state now have legislative chairmen, whose duties consist of passing notices on for action when the word comes from the state chairmen or her committee.

RHODE ISLAND

At the annual meeting of the Rhode Island Congress of Mothers held at the College of Education April 16, the president, Mrs. Jay Perkins, in her inspiring address said in part: "The rising generation is blamed for much that is the parents' fault. Many children have not been wisely guided, but it is futile to blame them for conditions which their parents have created. I believe that the standards among young people to-day are higher than they were a generation ago, and these young people will probably make a better job of bringing up their children than we have done. Stop blaming them for their seeming deficiencies and begin to blame yourselves."

Pointing to the need of mothers to understand the ways in which children should be guided and directed at each stage in their progress to adult life, she stressed the winning of a child's confidence by the mother.

The Rhode Island Congress went on record "as being opposed to any retrogressive legislation affecting our existing education laws." There has been much agitation over legislation regarding educational matters in this state during the year, and Mrs. Hammill, of the Legislative Committee, pointed to the fact that "in the matter of the state's authority over all schools, public and private, the question is not a racial one. It is obvious to every American mother, whatever her racial extraction may be, that America needs for its truest development a community of expression and feeling that can only be brought about by a common language. Also it is obvious that the State Board of Education, made up of educational experts, is better able to pass on the thoroughness and efficiency of a school than is a less specialized body."

The principal address of the day was given by President W. H. P. Faunce, of Brown University, who took for his subject "The Relation of the School and Home from the Standpoint of a College President." "I do not believe," he said, "in calling on the Federal Government until we have done all that we can for ourselves. Here in this state let us keep our schools as near to our own hearts and homes as possible."

Dr. Faunce said further that "we should regard the modern world through the eyes of the children. Unless that is done the present world will seem chaotic and futile. The present generation does foolish and absurd things because their heads are muddled, not because their hearts are vicious. Young people of the present generation are as earnestly desirous of doing right as your generation or mine. We must get into sympathetic con-

tact with it, get its point of view and then, if possible, convince it that our viewpoint is the better."

At the business session in the forenoon Mrs. Jager, of the Extension Committee, reported that eleven new clubs covering thirty-five schools had been organized during the year. It had been deemed advisable in the small towns to combine several schools and have one vigorous organization rather than several weak ones. In the southern part of the state, for instance, the new Richmond Parent-Teacher Association comprised twelve schools and was already doing remarkably efficient work. The Burrillville Association, organized on the same lines, although only two months old, gives great promise of accomplishment.

Mrs. Jager's official title should be doctor instead of vice-president, for she has been called upon to prescribe for all sorts of ills—clubs suffering from diseases incident to old age, clubs in their infancy having to be nursed along into the age of independence, clubs with growing pains, and clubs with hysterics caused by mental indigestion.

Mrs. Ernest W. Lakey, chairman of publicity, reported one of the most successful years in these lines the Congress has ever known—a year of more and better reports. A feature has been made of keeping Congress matters before the public all through the dull vacation period. She announced that next year the Congress Bulletin would be issued, the financial needs of other departments having delayed its publication the past year.

Mrs. W. B. Dodge, thrift chairman, in her report said that 78 per cent of the Congress clubs had given Thrift programs during the past year and that 55,897 accounts, totaling over \$400,000.00, had been opened by the school children of the state under the School Savings System installed last September.

The finances of the Congress are in a very gratifying condition owing to the able generalship of Mrs. George Mason assisted by her very efficient committee. Next November it is planned to have an Alphabet Bazaar in which every Congress club in the state will participate. It will continue for two days, and the profits, it is hoped, will finance the Congress work for the whole year.

Between sessions lunch was served in the Kindergarten room of the college, eight of the clubs acting as hostesses.

WISCONSIN

If the Parent-Teacher Associations of Janesville do not do even greater work in the future than in the past, it will not be for lack of suggestive material. At a meeting of the council of officers of all associations in the high school building, Miss Bertha M. Rogers, grade supervisor, gave an address on "The Nature and Significance of the Work of the Parent-Teacher Association," and arranged an exhibit of material gathered from all parts of the United States. She also provided each association with a typed list of this material, giving addresses from which it may be secured, and in addition gave to each a large envelope in which were enclosed copies of some of the best of the suggestive literature she had assembled through months of correspondence.

The exhibit likewise included statistical graphs made by grammar school children of the city dur-

ing Good Health Week, which showed the results of the school nurse's and dentist's inspection for 1921-1922, and graphs made by the school children, each of which showed the division of each individual child's day with respect to work, play and sleep, and class compositions on "What I Had for Breakfast," and a pin map, loaned by the State University, which showed the number of associations within the state. The exhibit also contained, from the city library and the teacher's professional library, the following appended list of books and magazines helpful in the study of phases of the work of Parent-Teacher Associations.

In her address, Miss Rogers clearly summarized the whole subject of Parent-Teacher activity and co-operation. She said in part:

"The Parent-Teacher Associations of Janesville have reason to be proud of the character and extent of their acquirements. Although only two years old they have done much in many directions. They have supplied valuable equipment, such as movable furniture, educative toys, musical instruments, manual training, domestic art furnishings and a motion picture machine, besides assisting in the summer playground work, showing hospitality to teachers and providing wholesome entertainment and instructive talks for the associations. These achievements indicate the possibilities existing within the associations."

The speaker told something of the history of the National Congress of Mothers and Parent-Teacher Associations, and urged that the local council of officers promote affiliation with the state and national organizations. Plans followed by officers' councils in other cities were discussed briefly, Miss Rogers stating that no programs were launched unless the Council had first formed definite plans based on a serious study of local needs.

Continuing, she said: "The social needs of the school reveal themselves through close conference with all the workers within the associations and within the school system. They concern the child under school age in the home, the school child in home and school, and the child of any age in the community. The Parent-Teacher Association, because of its unique position, can best promote the welfare of the child of school age and solve the problems which alone can be solved by the home and school working together. Thus the chief activities of the associations relate to the physical education of school children, playing home and school, child labor and school attendance, school feeding, malnutrition, health and thrift habits, school libraries, and school sanitation."

The importance of each of these activities was discussed by the speaker, who referred her hearers to the literature on exhibit and that which would be provided in the envelopes for each association, as the sources of information relative to the work by associations in other cities.

The Council extended Miss Rogers a vote of thanks for her address and the suggestive material which she had assembled. It was suggested that the exhibit and address might be presented at a later date for the benefit of the members of all of the associations, only officers being present at the meeting.